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AMERICAN LIBRARY ASSOCIATION REGIONAL MEETING

The Library Associations of Iowa, Minnesota, Missouri, North Dakota, South Dakota and Nebraska joined in a regional conference in Sioux City, October 13-16.

A full and varied program was planned by Bertha Baumer, president of the Nebraska Library Association, assisted by Clarence W. Sumner, librarian of the Sioux City Public Library and the other state association presidents: Mary Rosemond, Iowa; Ethel McCubrey, Minnesota; Charles H. Compton, Missouri; Mrs. Jessie

C. Searing, North Dakota; and Ethel Else, South Dakota.

The joint meeting of an unhackneyed combination of state associations results in a group large enough to furnish all kinds of ideas and opinions, yet small enough to enjoy the informal atmosphere of such a comfortably sized place as Sioux City.

A certain freshness and vigor characterized the last regional meeting, due in great part to the well planned and gracious hospitality dispensed by Sioux City through Mr. Sumner. Special reception committees

of the Woman's Club and other civic organizations met the trains with automobiles and took the delegates to their hotels; florists and other business firms sent quantities of flowers to the hotels and to all meeting places; and Mrs. E. E. Lewis served tea every afternoon in her large, old-fashioned home, giving the librarians an opportunity to examine her collection of rare books.

On Tuesday evening the Library kept open house and Thursday evening, after Mr. Belden's address the presidents of the state associations and the Sioux City Library Trustees, gave a reception in his honor in the ballroom of the Hotel Martin.

On Friday afternoon, at the close of the conference, the delegates were taken on a delightful sightseeing trip, ending with a dinner at Riverside Park.

All general sessions and some of the smaller meetings were held in the spacious First Presbyterian Church, generously offered for the use of the convention. Commercial exhibits and carefully prepared and attractive displays from various libraries were assembled in the meeting rooms in the same building.

First General Session

Mary Rosemond, president, Iowa Library Association, presided at the first general session on Wednesday morning.

Mrs. H. A. Headington, president of the Sioux City Library Board, welcomed the delegates to Sioux City and spoke of the meeting as a milestone in the progress of libraries. She introduced the mayor of Sioux City, W. Stewart Gilman, who, in a brief address emphasized the fact that public opinion is what makes for law enforcement and that libraries and schools are the great forces now existing for the development of public opinion.

Frank K. Walter, librarian of the University of Minnesota and a member of the executive board of the American Library Association, responded, pointing out the remarkable amount of agreement among librarians upon methods and objectives. He stressed the necessity for co-operation and noted that such a regional meeting was a significant step pointing toward the solidarity of the profession.

Carl H. Milam, secretary of the American Library Association, made the principal address of the morning on the "Progress of Adult Education." He called attention to the immense amount of adult education now being carried on through university extension, workers' education, night schools and correspondence schools, in addition to the work done through adult education carried on by public libraries. He stated that three million people are now taking correspondence courses.

As examples of libraries formally carrying on adult education work, he cited

Chicago, Milwaukee, Indianapolis and Cleveland, mentioning some differences in individual methods. He emphasized the fact that even small libraries can do good work in adult education largely through the use of reading courses, and stated that in his opinion there were three obvious methods which any library can follow:

1. Service to those now in study groups, e. g., night schools, extension courses, etc.

2. To individuals coming to the library for help in courses which they wish to follow.

3. Guidance to those who wish to enroll in evening classes or in other classes of instruction maintained by institutions or schools. Mr. Milam described in some detail READING WITH A PURPOSE courses now being published by the American Library Association and said that probably the most interesting experiment with these courses could be made in the small library. He illustrated by saying that to have the course by Vernon Kellogg on BIOLOGY was in a way like having Mr. Kellogg on one's own staff and that in every case authorities on those subjects had been secured who have seemed to be successful in preparing courses which were both authentic and interesting. In closing, he urged that no library wait until it could employ a readers' assistant, but that it begin its adult education work now, and to this end he made the following recommendations:

1. Obtain a supply of all available reading courses of practical value.

2. Co-operate with newspapers.

3. Make an index within one's community of all other adult education facilities.

4. Obtain the addresses of all young people dropping or leaving school and try to reach them through circular letters or otherwise, pointing out the opportunity for further education through the library.

5. Duplicate freely books which are needed for serious study.

6. Appoint a special committee of the Library Board to study adult education of its community.

Eva Canon, librarian of the Council Bluffs Public Library, spoke on the "Readers' Bureau" and described the work which is being carried on in her library. She made special reference to a paper read by Ethel Sawyer at the meeting of the Lending Section in Seattle, and published in the October number of PUBLIC LIBRARIES, which stressed the difficulty and need of obtaining adequately prepared librarians to carry on adult education work. Miss Canon gave some especially practical suggestions of ways to carry on adult education on a simple basis and spoke of the efforts made in Council Bluffs to follow up persons who had begun reading courses. The reports

received from some of these persons were most encouraging, others, naturally, discouraging. Miss Canon considered that reading courses must, to a great extent, be made for the individual reader. She did not consider that the prepared courses were as yet printed on a sufficient range of subjects to fill the demand. Miss Belle M. Owens, St. Paul Public Library, followed Miss Canon, describing the work of the Readers' Aid Department in St. Paul.

Julia Robinson, secretary of the Iowa Library commission, led a discussion on county libraries, which she considers the most important problem before librarians today. She cited the fact that within her own state one million people were served by 146 libraries, but that one and one-half million people within the state were without libraries and that, although Iowa had a county library law, there were as yet no county libraries in the state.

Leora Lewis, secretary of the South Dakota Library Commission, gave an interesting discussion of county libraries now being administered in South Dakota and also made practical suggestions as to methods which she had found successful in campaigns carried on for county libraries. She described the South Dakota county library law and pointed out the need of developing county pride so that this might be appealed to as it now is in cities. She emphasized the fact that the county library is not an institution in the county seat but is a system of branches and stations for the distribution of books throughout the county. Miss Lewis, in a campaign, prefers having one organization or society behind the campaign rather than a self-constituted group of citizens. Her description of the four county libraries now existing in the state of South Dakota was most interesting. No book wagon is being used in these counties.

Second General Session

The second general session was held Wednesday evening, with Ethel McCubrey, president of the Minnesota Library Association presiding. Violin solos, by Frances Fribourg, young Sioux City musician, accompanied by Gertrude Troll, also of Sioux City, preceded the lecture recital by Lew Sarett. The pleasure in listening to Mr. Sarett was deepened because his enthusiasm for the Northwest is but a part of his intense and devout awareness of all natural beauty. The most characteristic feeling and theme of his poetry is expressed in his description of the Indian's God as "cosmically real and big, big with the colors, the power, the mystery of all the earth, of mountains and trees and stars—and beautiful as the rippling muscles of deer and the gleam of falling snow." His readings had a special appeal to the Minnesota members of his audience, since much of his inspiration has been received in the North Woods of our own state.

Third General Session

The third general session featuring publicity was held Thursday morning, with Charles H. Compton, president of the Missouri Library Association presiding.

In "The Spirit Moves Books," Maud van Buren, of Owatonna, Minn., through the medium of a monologue, showed the ways in which a librarian may put books into the hands of the right persons. The monologue represented a librarian in her office after a new shipment of books had been received and showed how she searched out and notified the readers who would be most interested in each new volume.

Forrest Spaulding, Consulting Librarian of Gaylord Brothers, chose "The Mouse-trap Caught More than a Mouse" as the title of his talk, because he wanted to show the fallacy of the statement that "If you write a better book or preach a better sermon or build a better mouse trap than your neighbor, though you build your house in the woods the world will make a beaten path to your door." Following the theme of his argument that "we must come out of the woods and advertise," "or that good mouse trap will catch the fellow who built it, and he will get caught in the trap with a lot of mouse traps he cannot sell." Mr. Spaulding advocated that "every public library should use no less than 3 per cent of its available funds in advertising." Mr. Spaulding may be counted upon to get a response from any audience, but at this meeting he got a rise also out of the microphone and three loud speakers installed in the church by Davidson Brothers, as a courtesy to the visiting libraries. Mr. Spaulding refused to stand before the microphone, and in consequence, the loud speakers took issue with some of his most emphatic statements and barked sharply. They began to wail like banshees, and only expert mechanics could subdue them, convincing the audience that it is just as dangerous to monkey with microphones as with mouse traps.

In "More Mother Goose," Lydia M. Barrette, of Mason City, Iowa, was courageous enough to enumerate her failures as well as her successes, in the field of library advertising. She gave practical examples of things to do and not to do, and left her audience greatly in debt to her by quoting her brother-in-law's maxim: "But do you remember that the news value of a story is in direct ratio to the vehemence with which it makes the public sit up and say, 'Well, I'll be damned.'"

Purd B. Wright, of Kansas City, talked on "Some Effective Newspaper Publicity of Today." The Kansas City library has been very successful in its newspaper advertising, and Mr. Wright advises librarians to send in good copy, feature stories, and editorials to local papers. Mr. Wright had with him a scrap-book filled with such material, which he left for examination in the exhibit room. Many librarians, looking

through it, found valuable suggestions for use in their own publicity campaigns.

In "Selling Points for the Small Library," Ethel Else, librarian of the Watertown, S. D., Public Library, described a number of publicity plans which she had found successful in her own library, including the use of newspapers, posters and direct contact with local organizations.

Fourth General Session

Clarence W. Sumner presided at the fourth general session. Songs by a Sioux City quartet preceded Mr. Belden's presidential address, which all librarians will want to read in full. Mr. Belden took up the enterprises in which libraries are engaged today and the problems they must face in the future if the Association's next half century fulfills the promise of the one to close this year.

Among the most important enterprises, Mr. Belden included the new edition of the **American Library Association Catalog**; the **Winnetka Book List** for children, annotated by children themselves; the report to be published on the **Library Survey Committee's** exhaustive study of American public libraries; the study of library schools now in progress under the direction of the **Board of Education for Librarianship**; the work of the **Commission on the Library and Adult Education**, whose chief aim is "to transform libraries from storehouses of books into live educational agencies"; and the **Outlines for Instruction in the Use of Books and Libraries** prepared by the Education Committee.

Future problems, not to be side-stepped, include: increasing the interest of library trustees; promoting efficient publicity to be backed by unfailing service; and the simplifying of the catalog for the use of untrained readers.

Mr. Belden spoke of the Association's activities abroad, especially of Dr. Bostwick's tour in China, and the achievements and influence of the Paris Library School.

The address closed with a description of the suggested plans for the next conference, and a plea for the support of all librarians of the country in a suitable celebration of the Association's fiftieth anniversary.

Fifth General Session

Lillian E. Cook, representing the North Dakota Library Association, presided at the fifth general session on Friday afternoon, devoted to a paper on "A library tour through China" by Dr. Arthur E. Bostwick. The main part of this paper, of particular interest to librarians, will be found in the *Library Journal* for November 1st. In his presidential address, Mr. Belden said:

"Only this summer, as you know, Dr. Bostwick represented the American Library Association on a visit to China by invita-

tion of the Chinese National Association for the Advancement of Education. Funds for the trip were raised by a committee of citizens of which Mrs. Frederic Cunningham of Brookline, sister of Bishop Lawrence of Massachusetts, was chairman. It would be hard to estimate the influence which Dr. Bostwick brought to bear on the modern library movement in China. 'His reception,' writes Miss Wood of Boone University, Wuchang, through whom the invitation was presented, 'amounted to a triumph, and again and again he was received with high and distinguished honors.' We trust his visit may help to assist in securing some of the recently returned Boxer Indemnity Fund for the aid and development of the library movement in China. No better representative than Dr. Bostwick could have been chosen to present to our friends and colleagues in China the history, development and the best traditions of the American Public Library, and proud are we that he fared forth as our representative."

Round Tables and Special Groups— Small Libraries

On Wednesday afternoon an Institute for Small Libraries was conducted in the Lecture Room of the Public Library, with Nellie Williams, secretary of the Nebraska Library Commission, as chairman.

Clara F. Baldwin, director, Library Division, State Department of Education, St. Paul, Minn., took the subject of "Library Administration," and included as topics: library laws; boards of directors, their organization, duties, and relation to librarian and to city council; business management, covering finances and office organization; and plan of work, touching upon surveys, policy, efficiency tests and reports.

Miss Williams talked on "Book Selection," giving tests for books of information and books of inspiration, as well as for fiction. Use of printed aids, the book committee, the book fund, free material, selection of periodicals and children's books were all discussed, as well as book reviews and suggestions from individuals as aids in book selection.

"Work with Children," by Grace Shellenberger, of the Davenport Public Library was divided into three parts: first the book collection, books for the youngest readers, folk-lore, fiction, attractive non-fiction, importance of good editions, and reliable guides for book selection; second, equipment of Children's Room, which included a discussion of open shelves and frequent displays; and third, administration, bringing up the threadbare but ever present bugaboo of discipline.

Lending Department Problems

The round table concerned with "lending department problems of larger libraries," met on Wednesday afternoon, with Ethel Else, president of the South Dakota

Library Association, presiding. Dorothea Heins, Librarian of the Aberdeen, S. D., Public Library, was in charge of the round table.

The "Book Budget in the Circulation Department" by Edith Tobitt, Librarian of the Omaha Public Library, provoked interesting and valuable discussion.

Abigail Dayton Lyon, Librarian, Carnegie Library, Brookings, S. D., talked on the "Standardization of Circulation Statistics." The most important things to be made uniform, in Miss Lyon's opinion, are: the classification of books, such as fairy tales, collections for story telling, and periodicals, sometimes classified as fiction and sometimes as non-fiction; and the method of counting renewals.

Mae Anders, chief of the Circulation Department of the Des Moines Public Library, in her talk on "Reserved Books" told of new methods used in Des Moines. Mary Carey, of the St. Joseph Public Library described in detail the system used in her department to recover overdue books.

Ruth Hoffman, Children's Librarian, Sioux City Public Library, discussed the "No Borrower's Card System," and Margaret Hickman, Librarian of the Rochester, Minn., Public Library, "Personnel at the Loan Desk." Miss Hickman suggested staff meetings as a continuation school for untrained desk assistants, encouraging initiative on their part, and giving them the opportunity to exchange criticisms and suggestions with older members of the department. Her paper will appear in a later issue of *Library Notes and News*.

Eleanor Wheeler, Librarian of the Public Library, North Platte, Neb., in a paper on "Non-Resident Borrowers," gave arguments for and against the charging of fees and deposits.

College and University Round Table

The College and University Round Table met on Wednesday afternoon, with Charles F. Brown, Librarian of Iowa State College, presiding.

After a brief discussion of the "Proposed Study of the Administration of University Libraries to be Undertaken by the Carnegie Foundation," the meeting was devoted to the subject of the reading of college students. Considered in its broadest sense, this included habits of reading of high school, normal school, college, and university students. Instruction in the use of libraries in the types of schools mentioned, was considered.

Papers were read by Marie Hostetter, Assistant Librarian of the Omaha Technical High School Library, Anna V. Jennings, Librarian of the Nebraska State Normal School and James A. McMillen, Librarian of Washington University Library, St. Louis.

Miss Hostetter emphasized the fact that the average student has never been taught

to read, and that the real function of a high school library is to train students to use a library, to develop the reading habit and to learn books.

Miss Jennings mentioned as the particular problem of the normal school, the general lack of reading among teachers, and the necessity for their continuing to read and to study. She also thought the work of the normal school increased because of the lack of good high school libraries, where students should learn the essentials in the use of book collections.

Mr. McMillen talked on the problems of the University library. He estimated that 80 per cent of the students have not had the library training usually given in good high school libraries and he outlined the course of instruction given in the university library as well as methods used to stimulate the general reading habit of students. He advised the purchase of books in non-curricular subjects and mentioned the essay, travel, biography, poetry and drama as being especially useful.

During the general discussion, Mr. Brown spoke of the reading of graduate students, while Mr. Kaiser, of Iowa State University, mentioned the statements of prominent educators, such as those expressed at the Seattle conference by President Suzzallo, of the University of Washington, as being useful in emphasizing the value of reading to students.

Gilbert H. Doane, Librarian of the University of Nebraska Library, told of his plan to institute a librarians' hour with book talks, every other week. C. E. Wells of the State Teachers' College, Maryville, Mo., mentioned the value of clubs to stimulate reading in special subjects.

The following aids for stimulating reading were listed:

"The Reading of Graduate Students," by Raymond Pearl of Johns Hopkins, in the *Scientific Monthly* for July, 1925.

"A Monograph on Undergraduate Reading," issued by the Teachers' College, Columbia University; "A List of Books for Engineering Students," compiled by Anne M. Boyd, of the University of Illinois; "Reading for College Students," issued by Trinity College, Hartford, Conn.; and the American Library Association reading list on College Life.

Hospital Libraries Round Table

The Hospital Libraries Round Table met Thursday afternoon with Mrs. Elva B. Bailey, Hospital Librarian, of Minneapolis, as chairman.

Perrie Jones, Hospital Librarian, of St. Paul, talked on "Costs"; Rose A. O'Connor, Hospital Librarian in Sioux City, on "Hospital Librarians' Day," while several reports were made by other librarians, who told of their hospital service. Dr. G. T. Notson, of the New Methodist Hospital, Sioux City, talked from the Hospital Super-

intendents' point of view, and put a high value on the benefit to patients of library hospital service.

Children's Libraries and School Libraries

The Children's Libraries and the School Libraries sections held joint sessions Thursday, October 15. The chairmen of these sections, Harriet Wood, Supervisor of School Libraries, Minnesota and Della McGregor, Chief of Juvenile Division, St. Paul Public Library, arranged the joint sessions in recognition of the similarity of interests and ideals, and in order to provide opportunity for extensive discussion of mutual problems. Miss Wood presided at these sessions.

Following a breakfast for High School and Normal School librarians, Thursday, October 15, a report of the school libraries' progress and problems was noted by states.

Significant factors which are most encouraging for the future welfare and development of school library service are:

1. An increasing number of trained librarians who are entering school library service.

2. An increasing amount of suitable equipment, and provision for separate rooms for library service.

3. A slowly but definitely awakening appreciation of the type of library service needed.

Thursday afternoon at the joint round table of the Children's Libraries and School Libraries Sections, a committee on Resolutions, of which Miss Grace Palmer, Springfield, Mo., was chairman, submitted the following suggestions as derived from the discussion of the morning meeting:

1. In order to meet the demand for able school librarians there must be an unceasing recruiting for the profession for those persons who will recognize the spiritual side of the work as well as the utilitarian, who will have enthusiasms and ideals as well as skills. If librarians demonstrate an ability to teach, those in the profession should recommend them to library schools. Through special equipment in method teachers can "absorb information about a subject with which they are unfamiliar and impart it with splendid results." Librarians could well be equipped with more pedagogy, and more extensive courses in children's work, and in high school work.

2. "Lack of space in a school library makes for a stiff, school atmosphere"; the architectural needs of the library which vitally affect service and administration must be regarded; librarians should acquaint school architects with the architectural requirements of school libraries necessary for effective service.

3. It is unwise to try to build a strong school and a strong public library in a small town. The ideal arrangement is to

develop a county library accredited for school service by the schools.

4. Following the practice in Minnesota, a library-alcove is recommended for rural schools.

5. The ideal time to work with pupils is in the morning.

6. In normal schools as in other schools the librarian must have equal rank with the faculty. If no other provision is possible instruction can be given in a normal course in library training by calling it a part of another course and by drafting for lectures. The increased use in the libraries by new teachers coming to the faculty thoroughly imbued with the spirit of the library attests the value of normal training or college lectures in the use of the library.

7. Avoid much duplication of copies; buy new titles.

In her paper "The Professional Training and Status of the Librarian Doing Children's Work or School Work in the Future," read Thursday afternoon, Alice I. Hazeltine, Director, Library Training School, St. Louis, Mo., said, in part: "The well organized course in library work with children should include the basic technical subjects of a general library school curriculum . . . a study of children's literature from the practical as well as from the historical point of view and its relationship to social and educational conditions of the various periods of its growth"; a course in child psychology; a study of the relationship of library work to the community interests for the children's welfare; a knowledge of racial backgrounds; courses in administration to aid in adapting school library work to progressive education.

Miss Hazeltine stressed the value of collegiate preparation for the children's librarian of the future. "She who brings the most will gain the most and give the most . . . American schools and American libraries need many more able, adequately prepared librarians for children, and need them now."

"Books and Standards of Selection for the Public School Library," was the title of the paper in which Harriet Wood, Supervisor Public School Libraries, State Department of Education, Minnesota, gave the following suggestions: "In organizing a public school library the first step should be sorting or weeding. Textbooks and supplementary sets should be stored outside the library, arranged alphabetically by author. Remove all books needing repair. Remove books unsuitable for a school library; consult teachers about books relating to their subjects. Discarding is unsafe in certain cases until a year has elapsed. Books that do not add working strength to a school library either for reference or home reading should be withdrawn.

"The process of classifying, accessioning, and shelf-listing the books that survive rigid scrutiny will bring to light gaps that need to be filled. Demands from students and faculty will reveal other weak spots. A careful study of the curriculum will suggest other needs. The students' requirements rather than the teachers' should be kept in the foreground. It is fatal to load the shelves with pedagogy which children cannot use and which may soon become dead timber for the teachers. . . . Complications arise when the pupils are compelled to select their home reading from shelves containing commonplace or unsuitable fiction demanded by adult readers."

"Book selection should be in line with national educational objectives; namely:

"Health

"Skills in fundamental processes, including library skills

"Civic and social relations, including citizenship, moral character and worthy home membership

"Recreation, use of leisure time

"Vocations.

"Duplicates are needed but only to supply the home reading and reference needs. Reinforced bindings should be liberally purchased for books having hard wear to eliminate mending. Good editions are important but there is a limit to the purchase of colored illustrations. . . .

"Present day emphasis upon the psychological and biological is important, but the spiritual values still exist even if submerged as every school librarian sensitive to the needs of the whole child knows." Miss Wood suggested many titles for first purchase for school libraries in relation to national objectives.

Louise Encking, Chief of Juvenile Department, Minneapolis Public Library, spoke about contest work with children, and read a paper on "Library Games," by Beatrice Wightman, Jefferson Junior High School, Minneapolis. The contests may be divided into two groups: (1) Those which require identification of pictures, buildings, and music. (2) Those which require answers to questions.

Margery Doud, St. Louis Public Library, urged reading poetry aloud in her delightful article, "Poetry for Children," published in the Library Journal, October, 1925.

Mr. Porter, Principal of Technical High School, Omaha, Neb., addressed this section on "The High School Library as the School Sees It." The following abstract contains the main points of Mr. Porter's address:

In the high school scholarship has always been a necessary end, yet scholarship alone does not justify the modern school. Today in addition to scholarship, the individual must have a chance for the highest development of his powers as a member of the group, as a worker, as a user of leisure time; upon the recognition

of this fact by the high school librarians depends the success of the modern high school library.

Historically, reference work was the objective of the high school library; reference work is still important but not all important. The evolution of the high school library as well as the high school is described in terms of socially useful ends. To knowledge must be added skills, habits and attitudes. Adult education is so often attacked from the wrong end; the habits formed in youth cannot be easily changed. The education of the individual is not from the book alone; it is a composite of study of books plus the innumerable influences placed upon the child resulting from contact with teachers, fellow pupils and other elements.

The hub of the social high school must be the high school library; the library must not be on the rim of the wheel. In some high school libraries there is a definite effort to reach for the child. The social viewpoint is required for making the library a dynamic force with normal approach. The library should be the third dimension of the school—the height of the institution; it should be the social center from which influence radiates throughout the school. Here the pupil should have opportunity to browse at will; through socialization a love for reading may be formed.

Recent attacks made on salacious magazines found on news stands provoked the comment: "We'll never supplant jazz by prohibition." We may supplant obscene literature only by placing in the heart and mind of the child a love for the best in literature. The child must know through instruction how to use books and libraries. The training in technique must not be formal and stilted but should direct the love for books and should lead to noble ends.

Reference Libraries Round Table

The Reference Libraries Round Table met Thursday afternoon, with Blanche Smith, Reference Librarian, Des Moines Public Library, presiding. Miss Smith explained that the program was based on answers sent by Reference Libraries of six states, to questions in regard to those of their problems most suitable for group discussion.

In "New Reference Material and the Staff" Margaret L. Pilcher, Chief Assistant of the Reference Department, St. Louis Public Library, discussed the manner in which one reference department staff met this problem through a rather unusual amount of routine handling of pamphlet, map, serial and periodical accessions.

The value of government documents was the subject of a paper by Maria C. Brace, Reference Librarian, St. Paul Public Library. Miss Brace was unable to be

present but her paper "Government Documents" which was read, set forth the immense value of this source of reference material and called attention by title to an interesting and useful number.

"Why and How to Measure Reference Work" was discussed by Maude Montgomery, of Lincoln, Neb., and brought forth quite a discussion for and against the keeping of statistics either for questions asked, for books used or as to numbers of readers at various times of the day. Miss Montgomery took the point of view that statistics in the Reference Department serve to no advantage as an index to the work of the department.

In "Service to Business Men" Viarda Clark, Reference Librarian of the Davenport Public Library, emphasized certain approaches to the business man as a patron of the library, chief among them being the ability of the librarian to impress him with the possibility of finding what he wants in the least time possible through the service accorded him in the Reference Department or through a business branch.

"How Much Independent Work May We Expect from the Public?" Florence S. Smith, Reference Librarian of the Kansas City Public Library, made the point in her paper that the amount of assistance given is a question which is settled in each library by the collection and the librarian's knowledge of it, and by the patron and librarian's acquaintance with his needs and the relation of these needs to those of other patrons.

"Education in the Use of the Reference Room," by Harriet S. Dutcher, Reference Librarian of the Duluth Public Library, covered the problems of preserving quiet, of quelling student groups who are apt to be unruly, and of mutilation and theft of books.

The discussion of "Reserve Books in the Reference Room," led by Mildred Pike, of the Sioux City Public Library, proved a very fruitful one, bringing out various problems which a reserve collection entails and various questions as to the advisability of maintaining such collections as a service to the many at some possible expense to the few.

Catalog Group

The Catalog Group met in the Art Room of the Public Library on Thursday afternoon with Helen K. Starr, Head Cataloger, of the James Jerome Hill Reference Library, St. Paul, as chairman.

Mrs. Jennings, of the St. Paul Public Library, discussed the benefit of regional catalog group meetings, presenting the growth of the movement from the first organization, that of the Twin City Catalogers' Round Table in 1921, to the present eleven groups representing sections from Boston to Southern California.

The reading of the report of the Direc-

tory Committee of Catalogers, June, 1925, led to the request that all catalogers register with the Catalog Section of the American Library Association, through Eliza Lamb, Harper Library, University of Chicago.

Robinson Spencer, Iowa State College, Ames, offered suggestions for summer courses in advanced library training.

In a letter, Sophie K. Hiss reported on the progress of the proposed revised edition of the American Library Association List of Subject Headings.

A resume of the character and content of the American Library Association Catalog, 1926, was presented in a paper sent by Isabella M. Cooper, editor of the catalog.

The section of the report of the American Library Association Committee on the Classification of Library Personnel, specifying qualifications for chiefs of catalog departments, was read, and also a copy of the letter addressed to the members of the "Personnel Committee" by T. Franklin Currier, chairman of the American Library Association Committee on Cataloging. Mr. Currier predicts that accepting these standards "would at once result in deterring self-respecting persons from entering cataloging work, and the final results would be seriously to impair the morale of that department." Mrs. Jennings read from a letter from Miss Hyde, of the American Library Association Catalog Section, giving her opinion of the deleterious effect the report will have in the mustering of recruits and the ultimate harm to the profession.

Resolutions were adopted requesting that a committee of librarians be appointed to submit recommendations as to the qualifications and status of catalogers, this committee to include representatives of the A. L. A. Committee on Cataloging and the A. L. A. Catalog Section; copies of these resolutions to be forwarded to the members of the A. L. A. "Personnel Committee."

An interesting feature of the meeting was an exhibit of sample catalog cards furnished by the Minnesota Historical Society, the James Jerome Hill Reference Library and the public libraries of St. Paul, Minneapolis, and Davenport, Iowa.

The meeting adjourned to re-assemble in two groups to consider separately public library problems and reference and university problems.

Reference and University Libraries Catalog Section

The Reference and University Libraries Section continued under the chairmanship of Helen K. Starr.

Classification problems were examined by Jessie L. Arms, Chief Classifier of the University of Minnesota Library. She presented her problems as those actually arising in classifying a definite truck load of

books. Beneath these specific examples, there was an undercurrent of the pleasure and dignity of the work.

Bessie E. Stover, University of Iowa, defended the use of analytics in the university library catalog.

A general discussion of filing disclosed a tendency on the part of those present to favor the popular as opposed to the orthodox system.

Typed copies of a list of recent reference books of interest to catalogers, formed a basis for consideration of that subject.

Public Library Catalog Section

The catalogers from the public libraries met at 3:30 p. m. in one of the art rooms of the Public Library, Sula Wagner of the St. Louis Public Library in the chair.

Questions had been sent in advance and as many of these were taken up as the limited time permitted. The discussion included: the discarding of the accession record, the use of an abbreviated accession record, cards in local catalogs for important works that can be consulted in other libraries in the vicinity, contents on subject or author card, the use of cross references in a small library, modifications made on Library of Congress cards, cataloging of pamphlets, the most economic method of replacing blocks of soiled cards, and the leaving of cards, suitably marked, in the catalog for titles withdrawn but frequently asked for.

Trustees Circle

Six states were represented in the Trustees Circle conducted Thursday afternoon by C. V. Findlay, trustee of the Fort Dodge, Iowa, Public Library.

Because of the illness of E. Joanna Hagey, Librarian of the Cedar Rapids, Iowa, Public Library, her paper on "The Trustee and the Library" was read by the Secretary.

John H. Mithen, trustee of the Omaha Public Library, had expected to talk on "The Trustee's Obligations to the Community" but as he could not be present, Miss Tobitt, Librarian of the Omaha Public Library presented the points he had planned to bring out. Among the points included in the discussion were: Library Laws, Personnel of Library Boards, Library and Municipal Economy, The Rightful Place of the Library in the Community and Budget System.

MARGERY DOUD,
Secretary.

MINNESOTA LIBRARY ASSOCIATION

On Friday, October 16, 1925, Minnesota Library Association held its thirty-fifth meeting at Chamber of Commerce, Sioux City, Iowa. It opened with a breakfast.

The business meeting opened with the reports of the standing committees, as follows:

Legislative Committee

Miss Countryman, Chairman of the Legislative Committee, made the following report:

Section 2933 of the General Statutes, 1923, was amended to read as follows: 2933, The State Superintendent may issue a special certificate to (1) a graduate of a standard and approved college or State Normal School. (2) To one otherwise qualified who has completed such a course of study and training as the said Superintendent may require, authorizing the holder to act as school librarian.

The State Teacher's retirement fund law was amended so that "the word teacher" shall include any . . . librarian employed in any educational or administrative capacity in the public schools of Minnesota or in any educational or charitable institution supported wholly or in part by this state except those employed in the University of Minnesota.

Education Committee

Report read by Miss Harriet Wood, member of the committee was accepted and filed with secretary. See September number of *Library Notes and News*.

Document Committee

Miss Lura Hutchinson reports that because of the stress of work it was impossible to get the members of the Document Committee together this year so that no new thing has been accomplished.

Publicity Committee

Very interesting feature was the exhibit of newspaper articles, printed lists, posters and so forth, from the various libraries of the state. This exhibit was in charge of Miss Grace Stevens, of Virginia.

Agricultural Reading Committee

This committee completed its work on the Country Bookshelf in the spring and submitted its compilation to the director of extension of the College of Agriculture of the University of Minnesota. Fifteen thousand copies are printed for free distribution by the department. Others are for sale at 2 cents per copy in 100 lots.

The scope of the list is general but titles are grouped, those on agriculture and home-making taking precedence for obvious reasons.

The committee divided the work of selection by subject as follows:

Fiction, Essays, Poetry—Miss Baldwin, Miss Estes.

Agriculture, Home Economics — Miss Sewall, Mrs. Hughes.

Religion, Ethics, Sociology—Miss Field. History, Biography, Travel—Miss van Buren.

Readableness and worthwhileness were the aims of the committee.

Trustees Committee

Report of Mrs. Netz, of Owatonna, was as follows: Our only activity as chairman

of the Trustees' Committee of the M. L. A. has been to send post-card notices of the Regional Meeting at Sioux City to one hundred library boards in the state through the secretaries.

Membership Committee

Miss Margaret Hickman, Chairman, read the proposed amendments to Article 3 of the Constitution. After some discussion, the Article was amended so that it now reads as follows:

Article 3. Members (1) Any person or institution interested in the object of the association may become a member on payment to the treasurer of an initiation fee of one dollar for individuals, and two dollars for institutions, **which covers the dues for the current year.** In each succeeding year, beginning January 1st, a membership fee of fifty cents shall be paid by individuals and one dollar by institutions. Library membership shall entitle the trustees thereof to all privileges of membership in the association.

(2) **For all members of the Association attending any regular conference, except those members who have paid an initiation fee in the current year, there shall be a registration fee of fifty cents.**

Nominating Committee

Report was accepted and the ballot cast for the following officers for the coming year:

President—Miss Adeline Davidson, Duluth.

Vice President—Miss Harriet Wood, St. Paul.

Secretary-Treasurer—Miss Ethel Berry, Minneapolis.

Chairman of Trustees—Mrs. Emil Zeh, Thief River Falls.

Meeting place for 1926 was referred to the executive committee with the power to act.

Resolution Committee

Resolutions were adopted, thanking various organizations of Sioux City for the cordial treatment accorded. An appreciation was also expressed for the hospitality shown by Mrs. E. E. Lewis, who granted the librarians an opportunity to see her wonderful collection of old books and Bibles. The business men and newspapers and local library were also thanked for the help given to make the meeting a success.

Financial Statement for 1925

RECEIPTS

Balance on hand October 31, 1924.	\$153.28
Membership and dues.....	178.90
Interest on savings account.....	1.51
	<hr/>
	\$333.69

DISBURSEMENTS

Postage and express.....	\$17.50
Traveling expenses.....	55.44
Supplies and printing.....	14.00
Membership Dues:	
Regional meeting.....	\$153.75
A. L. A.....	12.75
	<hr/>
Total	\$253.44
November 3, 1925—Balance on hand	\$80.25

Respectfully submitted,

GERTRUDE GLENNON,
Secretary-Treasurer.

Registration—Minnesota

Gratia A. Countryman, Mrs. Elva B. Bailey, Ethel I. Berry, Alice Branham, Flora M. Brown, Lucile A. Clinton, Marion E. Crosby, Louise F. Encking, Lois M. Jordan, Louise Lamb, Arabel Martin, Marion A. Prest, Agnes K. Silk, Marie A. Todd, Minneapolis Public Library; Frank K. Walter, Jessie L. Arms, Helen B. Morse, University of Minnesota Library; Mrs. Jennie T. Jennings, Charlotte Campbell, Perrie Jones, Belle M. Owens, Elizabeth Robinson, St. Paul Public Library; Clara F. Baldwin, Harriet A. Wood, Mildred L. Methven, Helen Cornell, Library Division, Department of Education; Helen K. Starr, Hill Reference Library, St. Paul; Margaret S. McCandless, Humboldt High School, St. Paul; Mrs. Tanye Burgess Hines, Mabel Olson, Austin Public Library; Clara Barnes, Buhl Public Library; Ruth King, Cloquet Public Library; Adeline T. Davidson, Harriet Dutcher, Duluth Public Library; Florence D. Love, Faribault Public Library; Hazel Laing, Hibbing Public Library; Mabel Birkett, Luverne Public Library; Harriet van Buren, Mankato Public Library; Ethel S. McCubrey, Moorhead Public Library; Maud van Buren, Owatonna Public Library; Victoria Gale, Paynesville Public Library; Mrs. Blanche Hovelson, Preston Public Library; Margaret Hickman, Mrs. Ellen Crabb, trustee, Rochester Public Library; Lydia S. Sasse, Sleepy Eye Public Library; Gertrude Glennon, Stillwater Public Library; Mrs. Emil Zeh, trustee, Thief River Falls Public Library; Grace M. Stevens, Virginia Public Library.

THE SPIRIT MOVES BOOKS

A Monologue

Maud van Buren, Librarian, Owatonna Public Library

Time—8:30 o'clock of any glorious library morning.

Place—Librarian's office in a small city where everybody knows everybody else's business.

Characters: Librarian, first and second assistants, janitor, Bell telephone, various and sundry library patrons.

Good morning, Leon! How sweet and clean everything looks this morning! I

see! you've been mopping! I do enjoy these mopping mornings. They are like fresh showers after a long drought.—Oh, oh, Tulips! and Darwins, at that! Where did they come from, Leon?—Well bless Mrs. Moore's generous heart! These are from her very own garden, I know—that gem of a garden that she got her plan for from Rehmann's "The Small Place."

584—Yes, please, central.—Good morning, Mrs. Moore! I must tell you how much we appreciate your lovely Darwins—and you should see how exquisite they are in our grey Teco bowl.—Well it is lovely of you to feel that way about it, but really Rehmann should have the credit, you know. We are only the medium.—By the way, Mrs. Moore, we have that "Little Book of Perennials" and the "Little Book of Hardy Bulbs" for you now. They have just come, but we will have them ready for you by Tuesday.

Do you know, Leon, you ought to be a florist or a nurseryman. You are an artist at flower arrangement. Those rose tulips in that gray bowl are nothing short of ravishing. The flowers look as if they were growing right there.—Ah, that's your secret, is it? You've been sitting up nights with "Japanese Flower Arrangement?" That IS a fascinating book.

When you unpacked the new books yesterday, Leon, did you notice that your book on "Bollers" had come? That will be ready for you on Monday.—And there's that book on "Spraying" that your friend Sam wanted. Will you kindly tell him that it is here now? and please say to him that father was much pleased with the work he did for us. He saved our precious black walnut tree that was about to be eaten alive by those miserable fuzzy gray worms.

(Telephone rings.) Public Library.—Yes, I did leave a call for you, Colonel Clemens. I wonder if one of your Boy Scouts would deliver a parcel of books to the Zatowill home after school today? There is scarlet fever there, so the books are to be left on the porch.—Thank you very much.

864.—Mrs. Zatowill? I am so sorry to hear that you are in quarantine. Are all five children shut in?—Well, you'll have your hands full, won't you? Tell Walter to look for a box on the front porch at about 5:00 this afternoon, we are sending some books and pictures for the children's amusement, but these are not to be returned, Mrs. Zatowill. Burn them when the house is fumigated.—You are most welcome.

Good morning, Lucile! Good morning, Adele! I asked you to come a bit early this morning, girls, to go over these new books with me. Isn't this array inspiring?—But before we talk about new books, I do want to hear about your party last night. Did you have a good time?—Good music, eh?—Why I didn't know Elsie had a voice.—That is a good idea, Adele. Be

sure to add this new edition of Lilli Lehmann's "How to Sing" to your list and star it. That will make a good beginning volume for Elsie.

Apropos of music, you might put away your display of cookery books now, Lucile, and put out these new volumes of the Musicians Library with your "Sing More and Worry Less" bulletin. And suppose you add the new piano scores to our mimeographed lists and mail them to all the music teachers?—Then there's that new volume for the violin. Mrs. Messersmith and Miss Gorham will appreciate that, I am sure, and so will their pupils.

I stole a march on you this morning, girls, you see, by removing all the jackets. Let's go over them together. Don't you think we'd better mail "Make Your Own Hats" to Miss Berg for her home millinery classes?—You are right, Lucile, Mrs. Grant will welcome this "One-piece Dinners"—and we had better notify Mrs. Stillwell of that, too—and of course both these titles go on the list for members of the Domestic Science and the Home Economics Clubs.

"So You're Going to Italy," and "So You're Going to Paris" we will mail to Mrs. Buxton. She is going to southern Europe this fall, you know, and she might like to know something about these.

And isn't it about time the Rotarians and Lions were having some more place cards? Here are the lists of members, now for the jackets that will make the biggest appeal to each man! We will fold them and place a Dennison label on each for the member's name.

(Telephone) Public Library.—Oh, good morning, Dr. Stewart!—Beg pardon.—The smartest woman in town, did you say?—Yes, indeed you have come to the right place. This is "it." Now what's on your mind?—Oh, Wiggam! Yes, I've read the New Decalogue of Science and the Fruit of the Family Tree.—I found them decidedly entertaining and thought provoking.—Well, my opinion of them from the scientific point of view wouldn't be worth a picayune to you but I can give you opinions of authorities.—Yes, we can have those ready in ten minutes. Come right over—and oh, Dr. Stewart! don't fail to step into the office to see the new books. There is one among them that will please you and Mrs. Stewart as much as anything you have had in many a day. You will find the new Life of Gorgas delightful reading aloud.

The morning paper? Thank you, Leon!—Ah, a new baby at the Kelloggs! Direct a copy of our list on the Care and Feeding of Children to Mrs. Kellogg, Lucile, for mailing later, say the 21st. Be sure to add this new edition of Holt.

I see that we have a new dentist in town—and our new city engineer has arrived. Please address one of our "Welcome" folders to Dr. C. A. Blume and Family and to Jas. M. Adams and Family.

Here is the long-expected Russell wedding. Edith must be notified of our "Thou-

sand Ways to Please a Husband" and "Cooking for Two"—and this new book "Be Your Own Decorator" may not come amiss to Edith.

191.—People's Press?—In going over the list of movie bookings for the month, I notice that several of the pictures are based upon novels we have. Will you kindly take the list for tomorrow's paper?—and can you spare enough space this week for a list of our new books, and then a few annotated titles each day for a week or two?—Thank you. You are more than generous.

202.—Journal Chronicle?—I wonder if Mr. Soper could take an item concerning the new books that have just come?—Thank you very much. We will get it to you today.

Ross's Russian Soviet Republic. That is on the Nineteenth Century Club program. If I remember rightly, Mrs. Eddy has that to review. Examine the club program, Adele, please, and call up the member who has that review.

It was Mr. Kaplan, wasn't it, who wanted a book on the raising of fur-bearing animals?—826J.—Mrs. Kaplan?—Will you kindly tell Mr. Kaplan that the book he wanted on fur-bearing animals is here now?—Thank you.—and oh, Mrs. Kaplan, we have a new volume of Guest's poems that will interest you.—I remember how fond you are of Guest.

542J6.—Mrs. Jensen?—Is Mr. Jensen convenient to the 'phone?—Why of course, I might have known he'd be in the field at this hour. Well, please tell Mr. Jensen that we have some new travel books for him. I am sorry there isn't another O'Brien (Mr. Jensen is so fond of O'Brien) but we have two or three new ones by Carpenter. They are very readable and informative. And, Mrs. Jensen, you are a member of the Steele Center Community Club, aren't you?—I wonder if you would have the kindness to distribute our new list, "The Country Bookshelf," one copy to each family, at your next meeting? Thank you.

Gephart's Principles of Insurance must go to some of those up-and-coming young men of the Minnesota Implement Fire Insurance Company. 412—John Buxton, please.—Good morning, John.—We have a lot of new books in this morning and there is one that we thought might interest some of your men. Which ones would be particularly interested in Gephart's Principles of Insurance?—Thank you. We will get in touch with them—Send cards to Mr. Kidd, Mr. Trisco, and Mr. Glomsted, please, Adele.

824J2.—Mr. Van Deusen? This is the Public Library. You will be glad to know that among the new books that have just come, is a new volume on bees: Longstroth's Hive and Honey Bee.—Yes, indeed, for as long as you want it.—I hope you'll have as good luck with your bees

this year as you did last year. If I remember rightly you were pleased with last year's crop.—And, Mr. Van Deusen, will you kindly tell Mrs. Van Deusen that we have a new poultry book for her?

Don't you think that "Right Off the Chest" would fit into the hospital collection admirably? The first copy was worn out up there. Let's put this "Illiterate Digest" in, too.

Thank fortune! here are the new English books for new Americans. Alice Jefferson will want every one of them for her night classes. Call her up at noon, please, Lucile.

771.—Mr. Skinner?—You may remember having given me the privilege of addressing your seniors before school closes for the summer.—Well, would it be agreeable to you to get them together tomorrow at three?—Thank you, Mr. Skinner. I want to outline for them a suggestion for after-graduation reading.

English Words and Their Backgrounds and Troublesome Words and How to Use Them. For the club critics, of course! If we had a dozen such, there wouldn't be enough for those voracious critics.

Won't Hugo Theimer be delighted to see this book on the training of the hunting dog?—And here's Black Bass and Bass Craft. I can think of a dozen fishermen who will want that without much delay.

Here is a book that I am right glad to see. That Ellendale boy, Nels Paulsen, has wanted an up-to-date book on Batteries for the longest time. We must mail this to him right away.

Lang's Basketry goes to the opportunity teachers first. Later we can send notes of it to our amateur basket makers.

Aren't the pictures in this jungle animal book perfectly fascinating? Bobby Butsch will lose his head over this. Have you seen his animal toys?—That lad is an artist. I shall be interested in watching his career.

862.—Mrs. Butsch?—Tell Bobby there's the grandest new animal book down here.—Yes, I fancy he will want a few new saws when he sees these models.

Public Library—good morning, Mr. Browne!—Lion's Club program? Why yes, indeed, I shall be happy to go over some suggestions with you!—Economics? Biology?—Oh, we have some splendid bibliographies that the American Library Association gets out.—Yes, we can furnish the books listed and can give you other opinions and reviews.—Half an hour?—Yes, I can see you then.

Here are some things I had our ministers in mind for. Cadman's Christianity and the State and this volume by Hocking—and, oh! here's another Fosdick. Send a card with these titles to each minister. Mrs. Sawyer will be interested in them, too, and so will Mr. Strayer. Write enough cards for them also.

A list of these dramas must be posted on the High School bulletin board and a

notice sent to the new teacher of dramatics. Miss Herman being new here, we had better invite her down to look over our entire lot of dramas. That is a collection to be quite proud of.

Mercy! Look at the time! and we're not half through!—I've got to interview the County Commissioners at 11:00—As you can find time from your routine work today, girls, just look the rest of these new books over for possible readers.—Oh, yes! the North Star Iron Works wants a list on mechanics and tool making for posting.—Oh, isn't this jolly? the book on Enameling that young Buskovic wanted. Call up the Joston Jewelry Manufacturing Company and ask them to notify him. You'll find me at the Court House if I'm wanted. Good-bye.

CHILDREN'S BOOK WEEK

Among the numerous "weeks" which have been urged to promote various causes, Children's Book Week seems to have come to stay, as its seventh celebration testifies. Libraries, schools and clubs have taken advantage of this opportunity to emphasize the need of more and better books for the children, and especially to stress the delight of owning books. Exhibits, contests and special programs were held in many towns, but complete reports are not obtainable, even if space to print them were available. Notes from a few places are printed as reported, and further reports of successful programs or projects are solicited, which will be kept on file for future reference and may be borrowed through the Traveling Library.

Cloquet—Arrangements were made with book dealers by which orders for books exhibited were taken.

Duluth—The book exhibit was held this year in a downtown building, with small displays in bank windows in different parts of the city calling attention to the central display. Every afternoon from Tuesday through Friday "Friends from Bookland" appeared in person in the corner windows of the Glass Block. This dramatic representation was staged by the Girl Scouts, Boy Scouts and students of Washington Junior High School. The Girl Reserves presented scenes from books at the Y. W. C. A. and ninth grade students of Morgan Park School presented a play, "The Magic Box." There were special story hours at the main library and branches during the week.

Fergus Falls—The seventh annual Book Week was observed in connection with the schools. A novel contest was arranged. The children were asked to make banks in the shape of books. Over two hundred (200) were sent in, and shelved in order of the respective schools. Six schools participated in the contest. A book prize was given by the library to the best bank in each school. The work was remarkably

well done—the children being greatly interested. Each child is asked to collect enough money by the next semester to buy a book for home ownership.

International Falls—The librarian visited schools during Book Week and as a result registered 120 new juvenile borrowers, increasing the average circulation to 282, the largest day being 428.

Minneapolis—The new Teachers' Room, which is located between the Children's Room and the School Department, was used for the exhibit of children's books. Posters made by children in Professor Cizek's school, Vienna, made a colorful decoration, and the books were attractively displayed on tables and shelves. The exhibit was arranged in sequence for children of various ages.

Pine Island—The librarian reports "the most successful book week we ever had," the school participating in poster and essay contests and dramatizations of books.

St. Cloud—Book Week was observed in co-operation with the public schools. The children of the 1st and 2d grades were entertained at the library by a program of story-telling by volunteers from the upper grades and teachers. In addition a delightful puppet play of Little Red Riding Hood was given by some of the 6th grade pupils who had worked out the dialogs and play.

St. Paul—The usual attractive exhibit comprising illustrated editions of old favorites, attractive titles for the slender purse, outstanding new books 1924-25, and popular books of a century ago was held in the Art Exhibition Room November 9th to 30th.

Saturday, November 14th, a group of Girl Scouts were hostesses. Old King Cole gave a reception to Famous Book characters and Uncle Remus told stories. The Boy Scouts were hosts on Sea-Dogs day, when ships and sailors and pirates were much in evidence.

"The Toy Shop" was given by the Dramatic Art Department of St. Agatha's Conservatory, on Saturday, November 28. Little girls and their dolls received a special invitation.

Another feature of the week was The Hidden Title Contest, open to children in grades 5-8. The list of sentences and details of the contest may be borrowed from the Traveling Library. Book prizes were awarded to children identifying the greatest number of titles, and also to those having the best costume for the Book Character reception.

Stillwater—The Book Week exhibit at Stillwater consisted not only of attractive books, but of articles made by the children, showing some practical results of reading, and scrap books made by Girl Scouts. On Saturday a book pageant was put on, each school in the city participat-

ing. Some of the characters looked as though they had just stepped out of the books.

The following reports of Book Week as celebrated in the schools are typical:

Hibbing—Contests were held and prizes awarded in the grades, 1st through 8th, also in the four High School classes. The contests were a part of the regular class work in Reading or English, and ranged from a "class booklet" illustrating a familiar story in the first grade to a bibliography on the Framing of the Constitution in the Senior Class, sources to be found in the School Library. Mimeographed copies giving full details of all projects are on file with the Library Division, and may be borrowed through the Traveling Library.

Mankato Teachers' College—An interesting program was given by the pupils of the Training School of the Mankato Teachers' College on Friday morning at the regular assembly period. Miss Eula Miller gave a talk on how to make book friends. The stage represented a library scene where four children were seated reading from their favorite books. Each grade from the kindergarten through the ninth showed its favorite book either by a description, a dramatization of a scene, the presentation of the leading characters in costume, or by a brief book review. The following books were presented in the order below: Mother Goose, Kindergarten; Wee, Wee Woman, Grade I; Red Riding Hood, Grade II; Tom Sawyer, Grade IV; Little Men, Grade VII; Arkansas Bear, Grade III; Pinocchio, Grade IV; Dr. Doolittle, Grade VI; Oregon Trail, Grade VIII; David Copperfield, Grade IX.

Rochester High School—The Art Department made splendid posters and these were used in every English room. Special book reports were given. New books were on display, and a tea was given in the library for the faculty.

Thief River Falls—The Parent-Teacher Association devoted its regular meeting to a Book Week program. There were talks by Mrs. Halgrim, librarian of the public library, Miss Leavitt, the school librarian, and Mrs. Zeh, a member of the library board, as well as by several members of the school faculty.

The P. T. A. and library board offered books as prizes for the best posters and essays. At a special program at the Junior High School, the prize essays were read, and at the conclusion, each child formally presented her prize book to the library.

White Bear—The Parent-Teacher Association devoted its regular program to Children's Books and Reading. A splendid book pageant was put on by the Girl Scouts. The prize-winning essays in an essay contest on the Books I Like Best were read. Miss Singleton, the school librarian, read a paper on the work of the school

library, and Miss Baldwin, of the Library Division, gave a talk on Children's Reading. The school library was open for inspection by the parents and some attractive books were on display. The A. L. A. list of Children's Books for Home Reading was distributed.

TWIN CITY LIBRARY CLUB

The annual meeting for 1925 was held at Miss Blasdell's Tea Room in Minneapolis on the evening of November 4. Eighty-six were present at the dinner, at the close of which Professor A. E. Jenks, of the State University, gave an illustrated talk on Primitive Man's Material Culture, as revealed in recent excavations.

A short business meeting followed. The minutes of the last meeting were approved as published in *Library Notes and News*. The treasurer's report was submitted, showing a balance of \$153.80.

Mr. Wheelock's illness was reported, and messages of sympathy and flowers were sent to him. In his absence, Miss Countryman gave a brief account of the stop-over of the A. L. A. train in July, telling of many interesting incidents not mentioned in the secretary's minutes,—of the motor police escort, of the long array of cars, the excellent luncheon, and of a schedule carried out in every detail, thanks to Mr. Wheelock's excellent planning.

Mr. Walter told of the plans of the A. L. A. for the Sesqui-Centennial and plans were discussed for raising the quota for the Twin Cities. It was voted to set aside the sum of \$100 as a contribution towards the A. L. A. fund. The chairman was also instructed to appoint a special committee. (This committee has been appointed with Belle M. Owens, of St. Paul Public Library, Chairman; Helen Starr, Hill Reference Library; Lara Hutchinson, Minneapolis Public Library; Jessie L. Arms, University of Minnesota Library; Jacob Hodnefield, Historical Society Library.)

The report of the nominating committee was read and the following officers for 1926 were elected.

President—Miss Katharine Patten, Minneapolis Athenaeum.

Vice President—Miss Grace Moody, University of Minnesota Library.

Secretary-Treasurer—Miss Helen Rugg, St. Paul Public Library. The new officers were all present and Miss Patten spoke a few words before the meeting adjourned.

GERTRUDE KRAUSNICK,
Secretary-Treasurer.

CLARA BALDWIN LIBRARY CLUB

The regular monthly meeting of the Clara Baldwin Library Club was held at the Virginia Public Library, November 18. The public libraries of Buhl, Hibbing, Eveleth and Virginia were represented. The program was an informal one, with round table discussions of book week reports,

plans for Thanksgiving and Christmas activities at the different libraries and a discussion of new books recently read by the members.

The luncheon was served at the Virginia high school, with Miss Becker of the home economics department as hostess.

Due to the many other activities of the month there will be no meeting of the club in December. A committee of the club, consisting of Miss Johnson of Chisholm, Miss Stevens of Virginia and Miss Olson of Euhl will represent the Range Library Club at the annual meeting of the St. Louis County Club to be held in Duluth, December 11 and 12.

NEW BOOKS OF MERIT

The Traveling Library Department is beginning this month a new service to the small libraries of the state. With each number of Library Notes and News there will appear a short list of the worthwhile new books, keeping in mind those libraries which spend about \$200 a year for books. These titles have been selected with care and, although no library will wish to purchase all on each list, any one book is a worthy addition to a library of any size. The new service is this—any one of these books may be borrowed for a short period from the Traveling Library by the librarians of small libraries in order that they may decide for themselves which titles are best suited to their needs. We hope that librarians will find this of distinct help to them in book selection.

Following is our list for this quarter:
NON-FICTION

Crawley, John. Reveries of a father. Appleton, 1924, 1.00. 172

High-spirited, mellowed, whimsical reminiscences by a wise and understanding parent about children's reading, music, vacations, interests, duties and friends.

Clark, Glenn. Soul's sincere desire. Atlantic Monthly, 1925, 2.00. 248

"The general theme of these seven essays is prayer and the miraculous benefits to be derived from its practice. A dignified, sincere treatment."—Booklist.

Beach, Walter Greenwood. An introduction to sociology and social problems. Houghton, 1925, 2.25. 302

"Recommended by Howard W. Odum in the A. L. A. reading course, where he says: 'Pervading the whole is a fine spirit, singularly free from prejudice, that must certainly lead the reader to a strong constructive interest in human betterment.'"—Booklist.

Winter, Mrs. Alice Ames. The business of being a club woman. Century, 1925, 1.25. 396

"Because the author, who was president of the General Federation of Women's Clubs for four years, realizes the immense possibilities of club organization, she answers the question—How can we stop being amateurs and become effective?—in this book which should be a boon to club women everywhere."—Booklist.

Ward, Henshaw. Evolution for John Doe. Bobbs, 1925, 3.50. 575

Described by some as the best book on the subject for the layman. Very readable and most interesting.

Boyd, Ernest Augustus. Studies from ten literatures. Scribner, 1925, 3.00. 804

Studies from contemporary literatures of France, Spain, Italy, Portugal, Switzerland, Germany, Scandinavia, Poland and Canada. "This is a book of sound criticism based on a vast amount of reading and written with charm."—Independent.

Cooper, Merian. Grass. Putnam, 1925, 2.75. 910

"An account of the journey of the Baktyari tribe across terrible mountains and ghastly rivers of Persia—and it brings directly to the reader's mind and eye the sights and sounds and smells and feelings of an astounding drama." The photographic illustrations are remarkable.—Boston Transcript.

Coudenrove, Hans. My African neighbors; man, bird and beast in Nyasaland. Little, 1925, 2.50. 916.8

"Seldom do such adventures as here described come to a man possessing not only culture but the literary gift. The book is enough to incite all the rising generation of boys to pack their kits and run away to Africa!"—Booklist.

Bradford, Gamaliel. Wives. Harper, 1925, 3.50. 920

"Fascinating studies of Mrs. Abraham Lincoln, Mrs. Benedict Arnold, Theodosia Burr, Mrs. James Madison, Mrs. Jefferson Davis, Mrs. Benjamin F. Butler and Mrs. James G. Blaine."—Wisconsin Library Bulletin.

Pupin, Michael Idvorsky. From immigrant to inventor. Scribner, 1925, 2.00. 921

"A new two-dollar edition of this outstanding autobiography."—Booklist.

FICTION

Cather, Willa Sibert. The professor's house. Knopf, 1925, 2.00.

"A novel of subtle delineations in which there is a story within a story, told in retrospect." For the discriminating reader.—Booklist.

Evarts, Hal G. Spanish acres. Little, 1925, 2.00.

"Dating from the days the Indians were driven off their own lands a curse had rested on Spanish acres. How the curse is lifted is the theme of this genuinely good western story."—Wisconsin Library Bulletin.

Frederick, John T. Green bush. Knopf, 1925, 2.50.

"One of those rare American novels based on a love for the soil."—Wisconsin Library Bulletin.

Miln, Louise Jordan. Ruben and Ivy Sen. Stokes, 1925, 2.00.

The children of an international marriage are here presented with sympathy. This is interesting to read after Mrs. and Mr. Sen.

O'Brien, Edward Joseph Harrington, ed. Best short stories of 1924 and the Year-book of the American short story. Small, 1925, 2.50.

"Only a third of the names are widely known. This is a good sign, both as indicating that the story and not the name at its head has governed in the choice and as proof of a broadening of the field of short-story writing."—Outlook.

Ostenso, Martha. Wild geese. Dodd, 1925, 2.00.

A young school teacher who has taught in the Dakotas and Minnesota is the author of this novel. One's interest is absorbed in its picture of life on the farm of Caleb Gare, whose family is submerged in his great greed for more land.

Parrish, Anne. Perennial bachelor. Harper, 1925, 2.00.

"A story of family life that centers in the person of Victor, the only son. The futile sacrifices of the mother and sisters are well presented. A very worthwhile book."—Wisconsin Library Bulletin.

RECENT AIDS IN BOOK SELECTION

Children's Catalog; 3d edition, revised and enlarged, compiled by Minnie Sears. H. W. Wilson Co. \$3.00.

A list of twelve hundred books for building up the juvenile collection, with many annotations. It contains a list of books about children's reading, aids to story-telling, and a graded list of titles. This is an authoritative and useful tool in book selection.

Buying list for small libraries, compiled by Mildred Pope. A. L. A. 75c.

This is a classified and annotated catalog of books selected with the idea that each book be suitable for as wide a circle of readers as possible, that the price be reasonable, the edition as good as possible and the term of service as long as possible.

Popular books in science, a reading list. A. L. A. 25c.

The books here described cover the sciences of man, of life, of the earth, of the heavens, of things and events, and of form and relation. For the selection of titles in these difficult classes, this will prove a real aid to the librarian.

Together with the Children's Catalog, there are the following helpful and suggestive short lists of children's books:

Gifts for children's bookshelves. A. L. A. \$2.00 per 100.

To interest parents and children's friends, use this descriptive list, which gives prices and suitable editions of books worthy a permanent place in the child's library.

Recent children's books. A. L. A. 8 copies, 25c; 100, \$1.00.

The American Library Association has chosen the most distinctive of the very new stories which it recommends as gifts for children.

Two interesting reading lists for the library's patrons are:

Books for the modern home. A. L. A. 20c.

300 of the best books selected and recommended by the staff of the Indianapolis Public Library. The list is grouped in various ways, such as Guides to laughter, Books to ponder over and Gateways of appreciation. There is an attractive drawing on the front page with the words below it: Books make the home.

Some interesting people, compiled by Miss Hooper of the Brookline Public Library. A. L. A. 8 copies, 25c.

The lives and letters of such personages as Joseph Jefferson, Charlotte Bronte, Cellini, Robley D. Evans, William Crawford Gorgas, and Anna Howard Shaw are noted in this arresting list of readable biography.

Map of Adventures.

A map of adventures, similar to the Map of Good Stories, done by Paul M. Paine of the Syracuse Public Library, is published by the R. R. Bowker Co., New York, at \$2.50.

TRAVELING LIBRARY NEWS

The Traveling Library is now prepared to send to the librarians of small libraries the books listed under NEW BOOKS OF MERIT. This service will enable the librarian to personally examine these books before purchase. Reviews and notes are of little value in judging the real worth of any book to a particular library and since this last is a cardinal principle in book selection, particularly in the small library, we hope this opportunity will prove helpful. At all times we are glad to send the consensus of opinion regarding new books as revealed in the many reviews to which we have access. Many of these new books we are able to examine at first hand, also. Do not hesitate to use this department in your work of book selection.

Send also to the Traveling Library for copies of the Reading with a Purpose courses. These, like the new books, may be borrowed for examination. Smaller libraries will doubtless be unable to buy all the books suggested in each course. In this event, borrow the books from the Traveling Library. We have purchased these books and are anxious to have as many libraries as possible make use of them.

The Country Bookshelf is proving very popular and has been judged by some the best selection of this kind. Librarians may send out copies of this list to their patrons in the country with the assurance that the books not in their own libraries may be borrowed from the Traveling Library. Emphasize this fact to the users of your library, so that the distribution of the Country Bookshelf may have positive results.

Librarians may also borrow the books and lists in RECENT AIDS IN BOOK SELECTION. If you are doubtful which you may wish to order in quantity, send for those we have, before placing your order.

Send to the Traveling Library for:

1. The new books suggested for purchase.
2. Books in the Reading with a purpose courses.
3. Books suggested in the Country Bookshelf.
4. Aids in book selection.
5. Individual books, not in your library, requested by readers.
6. Traveling Libraries to supplement your collection.
7. Material for debates, etc.

6. Pictures.
9. Traveling Libraries for use in schools.
10. Aid of any kind which we may render.

MILDRED L. METHVEN,
Librarian.

LIBRARIANS

Mr. Webster Wheelock, Librarian of the Saint Paul Public Library, who has been ill since November 1st, is recovering as rapidly as could be expected.

Miss Margaret Setzer was married October 24th to Mr. George Heidemann.

Miss Emily Pope of the Catalog division, St. Paul, took an extended trip south in October and November, visiting New Orleans, Cuba, Panama and Fort Worth, Texas.

Miss Constance Humphrey resigned from the Catalog Department of the Saint Paul Public Library on October 1st to accept a position in the Library of the Minnesota State Historical Society.

Miss Gladys Brown has been transferred from the Seven Corners Branch, Minneapolis, to the new Open Shelf Room at the Central Library.

Miss Amanda Anderson, St. Louis Library School, 1925, has joined the staff of the Virginia Public Library as general assistant.

Mrs. Wilfred M. Bright, Librarian at Walker, resigned October 15, and plans to spend the winter in Florida.

NEWS FROM PUBLIC LIBRARIES

NOTE—Items of news for this column are solicited from all libraries in the state. These should be real news items, indicating some progress, or new plan which may be suggestive to other libraries. Notes should be sent to the Director of Libraries by the 15th of the month preceding each issue of the bulletin, which appears quarterly in March, June, September and December.

Adams—The library started last year has proved so successful that the Parent-Teacher Association is planning a community entertainment to raise additional funds for its support.

Alexandria—A valuable gift recently received by the Alexandria Public Library is a scrap-book, containing photographs and early history of the library in the form of newspaper clippings. The scrap-book was arranged by the late George G. S. Campbell, for many years a member of the library board, and presented to the library by his daughter, Mrs. W. T. Cowing.

Appleton—An appropriation of \$300 for rebinding and purchase of books has been made by the village council.

Austin—A tag day, sponsored by the Delphian Society to establish an endowment fund for the library brought in a total of \$2,320. Of this fund \$500 was turned over as the proceeds of a former library lecture course which had been accumulating interest for a number of years,

and was contributed in memory of three former librarians, Mrs. Esther M. Morse, the founder of the library, Mrs. Jerusha P. Kent and Mrs. Flora C. Connor.

A branch library has been opened at the Webster School.

Buffalo—A library booth at the County Fair is described by Miss Oakley as follows: "I lined it with white cheese cloth and decorated it with branches of asparagus and green leaves. We had two sections of shelves at the back. The booths were in the middle of the street, so I put imitation books in them, as we didn't want to leave our good books there nights. Then our sign—Public Library—was placed over the cases and over that a frieze of Dennison crepe paper with children running and jumping, etc. This with the books added color. We had two tables and four chairs, an asparagus fern on a stand. I put real new attractive books on the tables in book ends, or laid open so that the children could look at the pictures. Children came and looked at pictures or people dropped in and rested a while. The children added to the exhibit. One day I had two four-year-olds toot a horn and wear a card saying, "We blow for the library, Do you?" or "I get books, Do you?" We gave away brownie book marks as souvenirs. I used the Gaylord posters and made two others. One called attention to the increase in circulation of children's books and non-fiction. The other said "Rural borrowers welcome, Books free!"

Chatfield—A gift of \$100 has been given to the Public Library by Alex Bauer, of Chicago, a former resident of Chatfield. Half of the amount will be put aside as a book-buying fund, only the interest to be used and the other half will be spent for the purchase of reference and non-fiction books.

The Chatfield Public Library held its second annual industrial and antique exhibit on October 15 and 16. The library people had displays of articles brought many years ago by pioneers from New York, New Jersey, Pennsylvania, Delaware, Maryland and Virginia. The articles included hand made tools and household utensils, wearing apparel, household furnishings and books. In the club room in the basement were exhibits by the local merchants of goods manufactured in the same group of states. The children of the public school came by grades during the afternoon and the various exhibits were explained to them and in the evening the older people came. The interest of the grade children was made definite because they were later to be asked to describe what most interested them. Those in charge felt repaid for their efforts in collecting the material for the exhibit for it was largely attended and people showed much interest. A large number of boys and girls came back for a second view and many for a third.

Duluth—An appropriation of \$10,000 for the first unit of a branch library in Lester Park is included in the budget for the coming year.

Fairmont—The Delphians held a white elephant and rummage sale to raise the money pledged for the equipment of the new children's room in the public library. As a result of this, \$250 has been turned over to the library board and the balance of the \$500 is expected to be raised by the proceeds of a movie.

Fergus Falls—The library recently received a handsome gift of one hundred (100) volumes from Henry E. Osgood, Erhard, Minn. These comprised a fine set of orations, many useful business books, and standard fiction.

The appropriation for the coming year has been increased to \$5,500.

Glencoe—The public library received a bequest of \$1,000 from Miss Delia Allen.

Hibbing—An exhibit of paintings from the Young art galleries was shown in the library club rooms for three days in October.

International Falls—On October 7th the library gave an informal tea from 4:00 to 6:00 for the county teachers. Seven sections of shelving have been added in the reading room, making a better looking room and also giving more shelf space.

LeSueur—Two recent donations have enabled the library to continue its work this winter. The Commercial Club voted to appropriate \$100, and a check for \$100 was received from C. N. Cosgrove, together with the greater part of the library owned by the late Mrs. Cosgrove, a leading member of the club which has maintained the library for many years.

Little Falls—The city council has restored the library appropriation for the coming year to \$3,000.

Madison—A gift of \$25 for children's books was made to the Carnegie Library, by the Madison Study Club. The younger readers are delighted with the new books.

Mahnomen—The ladies of the Reservation Club, with the co-operation of the American Legion Post, held an auction sale on October 10th for the benefit of the library.

Mapleton—Open house at the public library was held November 18, to celebrate the fifteenth anniversary of the occupancy of the Carnegie building. The two women's clubs assisted in the reception and in serving refreshments.

In the afternoon the children of the first and second grades gave dramatizations of stories, and in the evening there was a program of readings and short talks. Posters for book week made by the students of the public schools, also essays on *The Book I Like Best* were displayed.

Minneapolis—The remodeling of the old library building is practically completed. A new stack room has been built in the center of the building, and the building has been extended around all sides of the stack. The reference room has been removed to the main floor, next to the stacks and a new open shelf room occupies the other side. The catalog, order and branch departments and bindery are in the new rooms at the back of the building. Although 10,000 new books, many of them good editions of standards, were placed in the open shelf room at the opening, the shelves were soon depleted and books from the stacks are added daily.

Northfield—Members of the Library Book Club, from whom several hundred books were received last year, are being solicited for new contributions. Each member is asked to present a book to the library every year.

Owatonna—A file of interesting newspapers from Australia and New Zealand has been received from a former Owatonna boy, who is with the American fleet.

Courses in English for foreigners in Steele County have been undertaken by the library again this winter. Individual teachers are provided to give instruction free of charge to any one who wishes it.

Pine City—A drive for funds to purchase books for the library was held in October.

Pine Island—The village council has appropriated \$1,400 to install a new heating system in the library building.

Pine River—A rummage sale and dinner for the benefit of the library brought in a total of \$129.

St. Paul—The County Commissioners have voted to double the appropriation for maintaining the Ramsey County Library Service in 1926. With the organization of a new station this month, twenty-nine library stations are now in operation—twenty-six in rural schools, besides those in the County Jail, the County Home, and the New Brighton Community Center.

During the first ten months of this year, 18,299 books have been issued, almost half of which were adult.

After a "closed season" of three months the West Side Neighborhood House on November 6th again opened the door of its attractive library room and hung up the WELCOME sign.

Through the mutual co-operation of a resident librarian and the St. Paul Public Library assistant, service is given twice a week to many enthusiastic young people who otherwise could not procure reading material.

This is a field where books on the elements of English language, American history and Citizenship are especially in demand for adults, while the demand from the children runs the gamut from fairy tales to science.

Many pleasant hours are spent by students in the supervised study hours every evening and an especial interest is taken by the local club of young Mexican men in the Spanish collection by native Mexican authors.

The library station located in the West End Commercial Club, which opened in June, 1925, for one afternoon a week, has been well used in that neighborhood by both children and adults including many Bohemian people. Because of the large circulation of books and the fact that the space allotted for library use is very meager, the station will be open twice a week after December 1st.

With the increased demand for library service in industrial houses the St. Paul

Library, through the Branch Division, is now sending to four of the larger business houses an assistant who gives her personal attention to employees during their noon hours.

In eighteen similar stations library books are issued and service is rendered by the Personnel or Educational Director.

Two Harbors—The school and public libraries observed home-coming week for missing library books November 8th to 15th.

Worthington—A gift of about sixty volumes, including books of reference, history, economics and standard fiction has been received from Miss Clara Prideaux.

SCHOOL LIBRARIES DEPARTMENT

AMERICAN LIBRARY ASSOCIATION SCHOOL LIBRARIES SECTION

The School Libraries Section of the A. L. A. met in Seattle July 6-10, 1925.

The chairman, Mr. Kerr, had chosen as the general subject *The School Library and the Curricula*, which was divided into three parts, i.e., first, the aims of school library service; second, some methods of school library work; third, experiments and progress.

The place the librarian should occupy with the faculty was emphasized. The librarian should be just as much a member of the faculty as a teacher. When changes in the curricula are being discussed, she should sit in on the curricula committee meetings which should meet continually. In many institutions, departments are broken up into units and department consciousness is emphasized. This should not be. But the institution as a whole should be built up and the consciousness as a whole magnified. It brings about greater harmony and more effective work. In connection with Aims of School Library Service, the Reserve Book system was discussed—one of great interest to me. Miss Anderson, Chico, Calif., found one text per five students per course an adequate supply. The students taking the course were brought into service by having an appointed captain find material and place it on reserve. In speaking of the Relations with the Training School, Miss Hougham of Moorhead said she made all kinds of lists for use of teachers, and that a sample collection of children's books for use of teachers was greatly appreciated. Mr. Norton, of Cheney, Wash., spoke on "Lost Books." He thought that pupils did not actually steal them, but just forgot to return them. Miss Lansfield, Portland, said she found that most of her missing books were those on reserve. They had used the

plans of searching lockers and desks and fining but this did little good. There were a number of clubs in this school to whose presidents she talked. They formed a council. The problem was discussed before the clubs. Then the members reported suspicious cases. Offenders were tried before the council, and if found guilty were fined and lost library privileges. As soon as the sentiment against having books disappear was aroused among the students, the number of lost books was reduced to almost nothing.

In taking up the second part of the program, Miss Witmer discussed the importance of a browsing corner in the High School Library. Because of the present feeling of hurry and scurry, it "well becomes a school to make some real efforts towards bringing back a sense of leisure." Students need guidance in the right use of leisure which according to Dr. Nicholas Murray Butler is more important than vocational guidance. Leisure reading is reading for fun. Miss Witmer suggested Browsing Lists, an inviting browsing corner, as means for encouraging reading for fun. (Whole paper in L. J. Sept. 15, 1925.) Miss Pope of Philadelphia further emphasized Miss Witmer's paper by saying that today no thinking school man refers to the school library as only a reference collection—he knows it must provide recreational reading also. It is better to have five treasured books than five hundred shelf fillers. Miss Fargo of Spokane continued to emphasize the growing need of training in recreational reading by treating us to an excellent story, "Youth and the News Stand," which raised the question, is leisure reading to be picked up at the news stand? She gave us definite ideas of how to attack and conquer these insidious periodicals which flood our news stands today. (Write to the State Supervisor of

School Libraries, St. Paul, for further information.)

One of the new movements in the educational field is the platoon school. Miss Dorothy Smith, head of the School Department, Public Library, Portland, Ore., said that the work should be under three heads, **instruction, inspiration, co-operation.** The librarian and the class room teacher must co-operate or the work will not be effective. Together they can make reading instructive and inspirational. In a paper on "The New Curriculum Movement," Miss Rosemary Livsey, Los Angeles, said that the library furnishes an excellent opportunity for carrying out the educational idea of individual expression and experimentation, of assisting our boys and girls to learn through living. Miss Jasmine Britton, of Los Angeles, gave six objectives to bear in mind when planning a library room:

1. Where children learn to love to read.
2. Where materials related to class room work are collected.
3. A centralizing factor.
4. Library teacher is a specialist.
5. Library teacher can reach the non-reading pupil.
6. There should be a definite library period.

At the business meeting, it was voted to amend the constitution so that an executive board of five members was elected, the term to be five years and one member elected each year, the member automatically becoming chairman his fifth year. This creates a permanent board and permits the establishment of a policy and makes it possible to carry on a definite project. Dues are fifty cents a year, and I would urge school librarians to become members of that section.

BEATRYCE FINN,
School Librarian,
Hibbing, Minn.

MINNESOTA EDUCATION ASSOCIATION PUBLIC SCHOOL LIBRARIES DIVISION

The seventh annual meeting of the Division of Public School Librarians, Department of Professional Education of Teachers of the Minnesota Education Association, was held Friday, November 6, in the library of Central High School, St. Paul.

A short business meeting was held Friday morning. The meeting was called to order by the president, Miss Beatryce Finn, Hibbing. It was voted that the reading of the minutes of the last meeting, already in print, be omitted. The following committees were appointed:

Nominations: Miss Helen Perry, Miss Greer, Miss Aust.

Resolutions: Miss Marion Crosby, Miss Elizabeth Robinson, Miss Florence Vest.

Miss Finn asked the secretary to take the chair while she presented an amendment to the constitution to the effect that our Division of Public School Librarians should change its present form of government for a board of directors. This new plan is now being used by the Library Section of the N. E. A. and by the School Library Section of the A. L. A.

The amendment provides a board of six directors, five of whom are elected for a five-year term, one member retiring each year. A nominating committee is appointed annually by the Chairman and the members of the board are elected by ballot at the annual meeting. In the discussion of the plan Miss Wood thought it would give a splendid continuity of effort, but as it was a new idea to most of those present, it was voted that the chair appoint a committee to look into the matter and report at the next meeting. Miss Finn appointed Mrs. Nettie Dugas and Miss Ruth Ely to act on this committee.

It was voted to join with the English section directly after lunch to hear Dr. Snyder's talk on "What constitutes a good novel," and to reassemble afterwards.

The first speaker on the program was Superintendent W. E. Englund of Ely who gave an interesting talk on "The School Library from the point of view of the Superintendent." Mr. Englund said that the point of view of the superintendent was largely that of the librarian. The library should not dominate other departments but should take its place as one unit in the whole school system. Book buying should not be determined by the demands of a few departments of the school, but the librarian should keep in mind a nice adjustment in all branches and not let any one section become top-heavy due to too much enthusiasm for book purchasing by one or several instructors. In the matter of the preparation of a librarian, Mr. Englund thought a few weeks of library training were good, but, of course not sufficient. The librarian should have professional training for her specialty equal to the more thorough training demanded of teachers. Salary schedules should be the same for librarians as for class-room teachers provided the librarians are able to render the same type of service.

Miss Helen Perry of Chisholm gave a most inspiring talk on "What the Junior High School Library should accomplish."

Miss Elizabeth Robinson gave a full report of the recent A. L. A. Regional meeting held at Sioux City. Especially inspirational, she said, was the talk by the poet, Lew Sarett, of Northwestern University. Mr. Sarett carries a message from the open and his vision, unspoiled philosophy and idealism were very refreshing indeed.

Dr. LeRoy Arnold of Hamline University was the last speaker of the morning and gave a very frank review of the New York plays of 1925. The general

characteristic of them all, he said, was positively bestial, and as he outlined the plots of the various so-called best plays of Broadway one realized that they were indeed gross in the main if not simply banal. Out of a long list he mentioned "The Farmer's Wife" in which Mr. and Mrs. Coburn are playing and "White Cargo" as being among the best of the year's plays.

The afternoon session opened with a paper by Miss Emma Wiecking of Teachers College, Mankato, on "Co-operation with P. T. A."

Miss Ruth Ely made a plea to the librarians to send her any bibliographies they might have made from time to time and suggested that in time these might be printed.

Five-minute reports from the seven education divisions of the state brought out some very interesting work that is being done and showed what a variety of activities librarians are engaged in.

Miss Ruth Wright, Reference Librarian, Hill Library, spoke at the luncheon upon her work as school librarian, Newark Public Library, under the leadership of Mr. John Cotton Dana, a pioneer in the school library field.

The report of the Resolutions Committee included appreciation for the addresses, and for the excellent informal luncheon arranged by Miss Leonard and Miss McCandless and to our hostess librarians, Miss Johnson and Miss Buist.

A number of librarians remained after the session to listen to the paper, "Youth and the News Stand," lent to Miss Wood by Miss Fargo of Spokane.

RUTH ELY,
Secretary.

STANDARDS IN THE JUNIOR HIGH SCHOOL LIBRARY

Helen Perry, High School Librarian,
Chisholm

The Junior High School library presents a problem all its own, just as the Junior High School itself has presented its problems. All administrative officers and teachers have found that it does not pay simply to group the seventh, eighth, and ninth grades together in one building and use either elementary or high school standards in the school and social activities. The elementary school must give mastery of the tools of thought. The High School has its own opportunity with a more or less selected group, but to the Junior High School, through which practically all the children pass, comes in a peculiar way the challenge to open wide the doors of life.

The Junior High School boy and girl in the library presents all the peculiar problems that the adolescent child does to the teacher and to the parent. One can't treat them as elementary children, their newfound dignity is hurt, and yet, what a mis-

take to consider them on the same plane as Senior High School students.

Children are frank and easily lead. They are more or less used to restraint and submit easily to suggestions from teacher or librarian. On the other hand the adolescent child is self-conscious, easily embarrassed and rather inclined to doubt the readability of any book that is especially recommended by an adult. He is afraid it is something he ought to read, something that will be good for him, like spinach.

If it be true that the reading of books is one of the potent influences that direct and inspire youth, then we must consider carefully what we give the youth of this "plastic age." There is no other time when reading gives such keen pleasure and no other time when advice can be so pleasantly disguised as during these three years. Library statistics show that the height of the curve of reading is reached at 13 and 14 years of age, which coincides with the Junior High School age.

Our present day schools have a varied recreational program—for re-creation, to build anew the body, mind and spirit. In this sense, reading is second to no other. It is generally available and unlimited in range. It may furnish the means of purest enjoyment.

The purpose of the school is to fit for life. The question arises as to what the library can do toward fulfilling this purpose. It is at this time that we lay the foundations of the training for the big program of adult education, and we are endeavoring to set up standards so that our work may be more efficient.

In Elementary School Library Standards worked out by a committee of school librarians and teachers under the editorial direction of Mr. C. C. Certain, standards are discussed from nine viewpoints, namely:

1. Book collections.
2. Teaching materials.
3. Equipment.
4. Supplies.
5. Records.
6. Architectural specifications.
7. Administrative requirements.
8. Library instruction.
9. Appropriations.

Of these, I am going to deal with the standards which are decidedly different in the Junior High Schools from those in the elementary schools.

The library itself should be the most attractive, most beautifully appointed, most home-like and the least school-like room in the building. The room should be an open invitation, with a cordial, hospitable, and irresistible appeal. If there be a general assembly room, it should be as near the library as possible, but the library should not be used as the main study hall.

Of course, the most important of Mr. Certain's nine points, is the one on book collection, for after all, what is a library

without books? It may be the most beautiful room in the building, have the most modern equipment including U desk and cork floor, and yet it is a queer looking library with few books. The room becomes a study hall where children bring their texts, and while we will admit that the beautiful surroundings are conducive to study, yet how much more worthwhile that same library would be were the shelves lined with books on travel, biography, adventure, and good fiction to supplement these same text books.

Every volume in the library must be carefully selected to eliminate the harmful and magnify the wholesome. The student does not know this and here he finds companionships which will remain with him always. James M. Glass, director of Junior High School in Pennsylvania, says, "The Junior High School library is an environment for the controlled expansion of early adolescence which provides so much good to do that the bad can not creep in."

The Junior High School library should by no means be restricted to the supplementary aids for the classroom instruction. The library should be a storehouse of juvenile fiction, of biography, of travel, of vocations, of all literature, which is written for youth. To quote Mr. Glass again, "The Junior High School library should be primarily a circulating agency of juvenile literature. It should principally be an agency to circulate books which pupils personally select, without prescription, and secondarily an agency to administer accessory aids which pupils use under teacher direction."

When we speak of the books selected by the pupils without prescription we must remember that each book was selected in the beginning with just these children in mind.

It was the inspiration which a child felt, while wandering with perfect freedom in a library, that led to the chain of Carnegie libraries in this country.

We should put into our Junior High School libraries books that will be read, and read with interest and profit.

In selecting these books, we would do well to keep in mind these five standards given to us by C. Curry of the Indiana State Normal School.

1. Child's Viewpoint is the human point of view versus the sophisticated conventions of a materialized civilization. We must obtain books by writers who do not write down to children. The greatest modern writers are those who, like Peter Pan, have never grown up, or those who still remember their childhood vividly enough to relive it as they tell their story to delight the child. Barrie is a writer of this type, hence his charm, both to children and grown-ups.

2. The language must be simple and direct. It is this characteristic which has

given the charm to folksongs and folklore down through the ages.

3. Books should have a good moral tone but the less vividly this is pointed out, the better. Children are not as yet concerned with problems and purposes, and these should not be forced upon their attention.

4. Too many expressions of moods that are the results of contacts with the world that are beyond the comprehension of children, should not be chosen. Fanciful situations are especially fascinating, for what grade or Junior High School student doesn't love the delightful Adventures of Alice, of Southwest Wind esquire in King of the Golden River, of Mytyl and Tytyl, or Gulliver's Adventures to lands never discovered on any school atlas?

5. Books may greatly influence the general tone of the reader's mind, hence the danger of confining the books too exclusively to one type.

The question arises as to what types shall we include. A good teacher always inspires her students to do further reading along the line of the classroom work, and I think it is only then that the true joy comes from school work, especially when this is not required, but only suggested reading.

Those who are studying the Idylls of the King will find interesting material in Boy's King Arthur, King Arthur and His Knights and the Story of the Holy Grail. The study of *Ivanhoe* can be made more interesting if the children have access to "When Knights Were Bold." Lamb's Tales are indispensable when studying Shakespeare—the Harper edition, illustrated by Louis Rhead, is a very attractive one. The interest in any Shakespearean play is greatly intensified if one beautifully illustrated copy of the play may be had.

In order that geography may not be a recitation of the capitals of the world, with maps of "wavy ocean lines and series of parentheses for mountains" we must have unlimited references. Someone has said that geography is the greatest antidote to provincialism. Here the library is a glorious advantage. It brings thrills of travel through many lands. And books are the guides upon the highway. Many have been written especially to help the Junior High School traveler. The boys especially delight in Valley of 10,000 smokes, Ten thousand miles with a dog sled, Slocum—Sailing alone around the world, and the When I was a boy stories.

Probably one of the most used sections in our libraries is the history reference shelf. One of the general histories that is proving popular for the Junior High School age is Hillyer Child's history of the World. Its catchy chapter headings, such as "How Rome kicked out her kings" probably have something to do with its popularity. It is probably better for younger students than Van Loon.

One way of making history live is through the historical novel. These novels enable the pupil to realize what Carlyle had in mind when he said: "These historical novels have taught all men this truth: that the bygone ages of the world were actually filled by living men, not by state papers, controversies, and abstractions of men."

This is the great imitative age, and it is very easy to guide the child over from Indian and Wild West stories to biography. The books on biography will fascinate because the hero is of like nature to the reader. We have men and women doing the wonderful things of which we ourselves have dreamed. These records of real accomplishment appeal to the youthful spirit of emulation. One of the first biographies to give the Junior High School boy should be one of the type of Buffalo Bill or Daniel Boone. This can be followed by:

Tarbell. Boy Scouts' Life of Lincoln
Hagedorn. Boy's Life of Theodore Roosevelt
Lang. Story of General Gordon
Davis. Boy's Life of Grover Cleveland
Grenfell. Adrift on an Ice Pan

For the girls we have biographies

Joan of Arc
Helen Keller
Maria Sanford
Louisa May Alcott.

During these years, the child is free to wander. We might term this the prevocational period, in a child's life. Not that he is to decide on his vocation for life, but that this is the time for him to learn something of the wide field from which he may later make his choice.

It is during this age when the library is continually recasing "Careers of danger and daring." Also the boys' books of policemen, firemen and railways are very popular. I think most of the vocational books at this period should be in the narrative style, giving information only indirectly.

Pupils will read for pleasure, we all do. The question is, are these children trained while in school to find pleasure in reading what is worth while—that which will not only afford pleasure but enrich life.

Some of those titles which we can be sure will fulfill both purposes are:

Roosevelt's Letters to His Children
Alcott. Little Women
Kipling. Jungle book and Captain Courageous
Pyle. Merry Adventures of Robinhood
Seton. Wild Animals I Have Known
Dodge. Hans Brinker
The Chas. Hawes books
Mutineers
Great Quest
Dark Frigate
Masefield. Jim Davis
Pyle. Men of Iron
Nordhoff. Pearl Lagoon

For the girls we have

Jackson. Ramona
Wiggin. Cathedral Courtship
Katherine Adams books
Wisp
Mehitable
Red Caps and Lilies.

Another important phase of Junior High School work is the library instruction. In fact, we have considered it so important on the Range, that our Range Library Club devoted most of its time last year to preparing a course of study in just this work.

One way in which the school library differs from the public library, is that we are responsible for helping the children to help themselves. Here we are not dealing with the hurried business man in search of a vital fact, which of course should be given to him in the shortest possible time. In school we must be careful not to do anything for the student that he can do himself, although that is often the longest way round. A resolution adopted by A. L. A. and Library Department of N. E. A. at the annual meeting, 1922, reads: The A. L. A. believes that every student from elementary school through university should learn to use and appreciate books and libraries not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of the library.

The instruction should not be left until the children reach the Junior High School but here the more formal instruction can begin, although we must remember that we are dealing with adolescent children and the course must not be too detailed or technical.

The children will enjoy this instruction. Last year I had the experience of teaching a group that had had no definite training throughout the grades. They were sophomores but I used the course that I would use for freshmen because of their lack of previous training.

The instruction should cover two weeks if it is possible to secure that much time, and these weeks should be successive, not ten lessons, one given each Friday. The lessons should be given in the library and by the librarian if possible.

The object to be kept in mind throughout the two weeks is: first, to acquaint the child with books so that he may know and love them; and second, to familiarize him with the tools of the library so that he may easily find that for which he is looking; to inspire the reading habit throughout life and to give self-dependence in the use of books.

The course should include lessons on the structure, care, and parts of the book. I always feel in this case if I can only teach the children to use the index instead of the table of contents, that I have accomplished something worth while. But I still see those that had the course last year thumbing over page after page of the table of

contents, and the look of relief still follows when I suggest that there is an index to be used.

I follow this lesson with one on classification. The children always seem to enjoy this most. Last week, I tried a little scheme to get all of the class to actually browse along the shelves. On the day after our classification lesson, the children had fifteen minutes to translate a story beginning, "A young man of 970.1 descent left his home in 977.6" and continued on through all his travels in foreign lands until his return to the 973. This seemed to create much enthusiasm and I even saw one little girl hop up and down when she had solved a particularly hard "puzzle."

Follow the lesson on classification with the study of the reference books, first the dictionaries, encyclopedias and atlases and then the other indispensable aids—such as year books, hand books and reference books on special subjects. I try to cover these by introducing each one with a few words and then giving out mimeographed copies of easy but representative questions based on these books.

I know it is hard on certain pages, but by changing the questions frequently, the pages are saved too much wear and tear, and I see no other way of getting the students to actually look inside as well as at the covers of these books. If their new knowledge is not put into immediate use, by the time they have need of the book, they have forgotten which one was supposed to contain Babe Ruth's batting average, and which explained the superstition regarding falling stars!

After the lessons on the catalog and the Reader's Guide, how independent the students are! For a short time! For as Miss Fargo says in her much quoted "Seventeen"—"The child is still as wobbly on his intellectual legs as any young calf. He abhors effort. He implores you to GIVE it to him quick." For always the librarian must supplement the catalog. In the Junior High School it must be a librarian plus the catalog. In the Senior High School it should be a catalog plus a librarian.

One day I always try to give to book appreciation, the form of lesson depending on the time of year and local interest.

Last week our school paper, "The Ranger," had a contest on Christmas stories, the three best to be given prizes and printed in "The Ranger." It had been suggested that the students read some stories before attempting to write, so in order to introduce the collection of about forty stories that I had arranged with one of their "Ranger" posters, I read one of my favorites to the class and then assigned a period of reading from this Christmas collection, and for once, everyone had his lesson.

Another time I took up book reports. I have always sympathized with the student in his struggles with these reports,

remembering how it used to take all the joy out of reading the books for me. I never did like looking for the plot any more than the boy who was told to find the plot in Tom Sawyer. "I can't." "But you must." He returned to his desk and again thumbed over the pages. Presently he appeared at the teacher's desk and solemnly pointed to these words: "Any one attempting to find a motive in this story will be prosecuted, anyone attempting to find a moral will be banished, and any one attempting to find a plot will be shot." I have been trying to get just short, true expressions of the value of the book. These are written on catalog cards and the good ones are filed where all have access to them.

If we can make the pupils see with Amy Lowell that

"Books are more than books, they are the life,

The very heart and core of ages past,
The reason why men lived, and worked
and died,

The essence and quintessence of their lives"

then I think our standards will have been well chosen.

CO-OPERATION OF SCHOOL LIBRARIANS WITH THE PARENT-TEACHER ASSOCIATION AND BOOK WEEK SUGGESTIONS.

Emma Wiecking, Librarian State Teachers College, Mankato

One of the major themes of the State Parent-Teacher Association held this last week was the "Right Use of Leisure Time." It seems quite fitting that this should have been emphasized just before another Book week is upon us. To make this week stand out not only as an important one, but to make its effects last throughout the year may well be aims incorporated into the work of a Parent-Teacher Association with its tremendous possibilities for influence. If the ideas formulated by librarians and teachers are to be worked out successfully, we school librarians must make every effort to make parents feel that their co-operation is absolutely essential. We may wear ourselves out with exhibits, and talks, but after all if children are not encouraged at home the results are not as far reaching. If we could only make parents feel that what a child reads is just as important a factor in growth as the friends he makes, we could accomplish so much more.

With the recent experience we had at our state meeting, I feel that the parents of our children are at heart interested in doing what they can to encourage children's reading, but that they hadn't thought about it from a constructive point of view. Heretofore the parents have leaned too heavily on public agencies for

the training of their children. After the point was made that leisure time could just as well be spent in reading as in going to the movies or in idle amusements the question came "What shall we do," and "How shall we do it." This state of mind on the part of the parents is exactly what we want and that is where our work comes in.

I should say that one of the most logical approaches to this problem would be the finding out what a child's interests are at certain ages. This may be introduced by suggesting stories about children—as "Understood Betsy" or "Rebecca Mary" and may be one way of reaching the subject of age differences in children. Such stories give a sympathetic insight into child life without seeming didactic and in many cases this would be a desirable beginning. Such books as Scott—"How to know your child" and Gruenberg—"Outlines of child study" or O'Shea—"The child, his nature and his needs," of course, approach the problem from a theoretical point of view. On just the problem of reading, Miss Hunt's "What shall we read to the children" and Jordan's "Children's interests in reading" as well as many others would be excellent. "Books That Help in Understanding Children" could be one of the subjects for discussion at a Book week P. T. A. It is quite alarming to find out how many parents do not have any conception of what a child thinks or why he does the things that he does. The strength of the pre-school movement shows the present day trend toward the better understanding of children.

I read recently that the Bookshop for Boys and Girls in Boston opened a room for teachers and other professional workers with children called the "The New Room." It has been called the "Room with a view" because of its view of the Public Gardens. The shelves will contain a careful and selective collection of books on the care of children, new educational methods, religious training, dramatics and entertainments. The Bulletin says "The relation of such books is very close. Before a system of education can be planned, the purpose of education must be decided. If it is agreed that the purpose of education is the enfranchisement of the spirit for the living of a good life, the best possible life, then we have to decide what is the good life. Books should help us to decide. Since the education of the young depends upon the understanding and wisdom of their elders, it behooves the elders to examine the philosophy of life and to gain a knowledge of themselves as members of the human family. Hence, the books on philosophy give a comprehensive view of nature and attempt to give a universal explanation of things. Current journals on education will be supplied for free examination or may be borrowed for home reading." This idea could be used in our libraries—have a special place where parents can go to get

help. The St. Paul and Minneapolis Public Libraries have rooms devoted to this service and smaller libraries may have an alcove for parents. Have a speaker next week, one who knows some phase of child life—let him talk on his specialty and have a list of follow-up reading ready to distribute.

"Seeing is believing" and exhibits furnish the most concrete form of setting forth our ideas. There are many, many possibilities here and so many ideas to be worked out. Almost every library does something in this field now for one of the P. T. A. meetings. An exhibit of a general nature of books from kindergarten age through the high school age may be the best means of interesting parents at first. One of our special tables at the state meeting was "Children of other lands," prompted by Miss Hunt's "Internationalism in Children's Books" in the Publisher's Weekly for December 27, 1924. It seems to me that one cannot begin too early in this feeling of internationalism. How fortunate we are in being able to get the attractive, colorful picture books from other countries! Some day I hope to have in our library a representative collection of these. A foreign community will be unusually blessed, for the parents can bring to an exhibit the books they brought from their home country. A social evening with the foreign parents dressed in native costume in conjunction with such an exhibit would do more to make Katrinka and Boris become real children—instead of far away characters too often ridiculed for a difference in dress or manner.

Another exhibit feature may be children's books which our parents read. Such a collection would emphasize the difference between books written for children now and then, and would also show which ones had stood the test of time and were still general favorites. A social evening could be spent with parents coming in their childhood dresses and reading selections from their favorite childhood book to the children. The children would in turn read from theirs. In one town a committee of children interviewed prominent citizens as to what they read when they were young. These were reported on at an assembly for the parents and the results were very interesting.

If we are to start our children right we should emphasize good picture books. Right here I would like to see each P. T. A. have an exhibit and a talk by a specialist who could explain why "Johnny Crow's Garden" was better than the cheap funny paper type for sale at every news stand. It really makes one feel that all efforts are futile when picture books at most bookstores are of the type we have on our "Don't get list." I think the article on the "Illustrating of Children's Books" by Maud Petersham in the Elementary English Review for March, 1924 is excellent. There are certain reasons why little children's

books should be of a simple design and why shouldn't our parents know these underlying principles? In this article Mrs. Petersham says, "The pictures a small child looks at are perhaps going to mean as much to him as the text he struggles to read. Of course he may not appreciate the difference between a book with badly drawn pictures and a poor layout and the one with good pictures, good type and suitable makeup, but it is certain that the taste of a grownup child has been influenced by all that was about him when he was little. All the beauty we have the power to grasp we want and need, and the child who is not learning to see beauty is losing an inestimable source of happiness."

Book lists fill a definite need for parents. These may be worked out by the library with the help of a committee of parents or may be secured from authoritative organizations as the A. L. A. or the Library Division of the State Department of Education. The books on the Minnesota School Library List are carefully selected. The state pays half the purchase price. A school should be encouraged by the school librarian and the local Parent-Teacher Association to take full advantage of this offer.

Favorite books may be illustrated by children in the form of a poster exhibit. These may be made at home or at school and exhibited at the library for the parents to see. A prize may be given to the parents who guessed the most titles correctly. I imagine this would show up quite a number of interesting points to the parents themselves.

Co-operation of parents with the local bookstore man on an exhibit for Book Week may be quite successful. Of course, in a city one is more apt to find a bookseller who has a good background for choosing books both from an artistic and a "good book" point of view. But the usual book dealer in the average community does not have this feeling. In many cases though, you will find him very willing to order anything if he is sure that he can sell it. Here is another place where a P. T. A. may do a helpful service to the community. If a sufficient demand for good, well-made books comes from our parents to the book dealer he will find it to his credit to provide these editions. I don't see why any bookstore in even the smallest town cannot have a representative collection of books, well-illustrated, well-printed, and good to look at instead of the usual outlay from which to choose Christmas gifts. But the parents must demand it and the P. T. A. Library Committee for Home Education and Children's Reading may well start such agitation when necessary.

Perhaps the most socializing way of vitalizing books is to have an evening for both parents and children, or for parents alone. A book party suggests numerous

possibilities. It may be worked out in the form of a masquerade, or guessing contest, dramatization, or pageant. All these suggestions may be advertised by posters made in school or at home. This kind of a party could be the most outstanding social event of the season. "The Wishing Well" was worked out by the children in our school last year. Each department dramatized a story and several children introduced the events by looking into the well and wishing for a story. "Little Black Sambo" appeared and was unusually well received. Other stories used were Snow White and the Seven Dwarfs, Rumpelstiltskin and Cinderella.

There are innumerable program topics with which school librarians may help the P. T. A. In the Child Welfare magazine for October, Miss Sarah B. Askew has outlined some excellent suggestions. She says "It is recommended that the P. T. A. have programs at their meetings which include talks by book-lovers on subjects such as:

The Value of Good Books in the Home.
Owning Books and Borrowing Them.
Books for Children That Every Parent Should Know.

The Psychology of a Child's Reading.
Book Appreciations of a Grown-up Boy.
Giving the Child a Chance to Choose His Own Books from the Right Assortment of Books.

Nature Study Books from a Mother's Point of View.

Books for the Home Library from a Teacher-Librarian's Standpoint.

Books for the School Library from a Parent's Standpoint.

Definite Impressions that the Reading of Good Books Has Given My Child.

What Makes a Good Book for Children.
Children's Poetry.

The sense of ownership in children is of course very strong and the directing of this instinct into legitimate directions is very important. I should like to see in every home a space, no matter how small, which a child may point to and say "Those are my books," not from a selfish point of view but with a view to having that which he feels is worth while. Very good looking bookshelves can be made by little children from orange crates under the supervision of the parents. They can be stained and put up on the wall for their very own books. Second or third graders may make book ends with animal figures on the ends. These are very effective, particularly if the elephant has a red blanket. A child's creative instinct will be satisfied and the fact that the book case belongs to him, and it becomes a permanent possession furnishes a strong motive. In some towns the manual training teachers or the industrial teacher have co-operated and have helped the children make book shelves, and book ends. One would enjoy seeing any of these articles on the library table or in the living room. Too often parents

do not take kindly to the idea of having a child's books clutter up the house. There is no need for it if it is managed in the right way. I don't see any great incentive either for a child's owning books which are to be brushed aside and put out of the way all the time. It is no wonder that children have no feeling for library books when their own are mistreated.

I should like also to emphasize to parents the value of reading with their children—having a family reading club where the parents read stories or tell stories and when old enough the children take turns reading aloud. There is something so cozy and stimulating in this. It is so much more fun to share one's "Albums and excursions" into the field of books and music with some other sympathetic person. We always like to know that when we make an allusion to a book character that we are to meet a response. Christmas caroling always brings to my mind the field mice singing theirs in the "Wind in the Willows." The family should be just the one to share similar experiences, but in so many homes one is at the movies, one at the radio, another away from home that there is no unity of purpose. A reading club in the family could be so vital that even an invitation to a party might mean a child's saying "I don't know whether I can come, we're going to read Dr. Doolittle tonight and I must know what Push-me-pull-you is doing."

Then, too, why not start some reading clubs in the neighborhood. In the winter children cannot be out doors so much, a club could be started under some such organization. Each child choose a book which he must earn the money for. It may be chosen with the aid of the school librarian and parents, ordered, then circulated preferably through the school library or passed around with a time limit; at the end of the time a meeting could be held where the books may be discussed as to their merits or "Why I liked it." Then the book becomes a part of a child's own library or may be given to the town or school libraries, which greatly need to be built up.

In Colorado Springs a committee consisting of one member from each school district co-operated with the children in finding employment by which they might earn a book. One school added 8. Lawns were mowed, leaves raked, babies tended and dishes done; one little girl from a ranch earned her bit by pounding beans.

Why shouldn't children earn and save money for buying books for their own libraries too? I should like to hear children say "If I save my money every week until Thanksgiving I can buy 'Little Black Sambo' instead of using it at the corner store." That is an excellent field for parents' co-operation.

I can't help feeling that the time is at hand for getting our parents to realize that

the reading their children are doing **right now** means something and is not merely a filling in of time to keep them off the street. It may start as a time filler but it certainly ought to develop in children a real passion for good books, a desire for owning books and an ability for choosing books with both artistic discrimination and sound, well-balanced values.

NORTHEAST M. E. A. DIVISION: RANGE SCHOOL LIBRARIANS CLUB

The October meeting of the Range School Librarians was held in connection with the Northeast M. E. A. at Duluth Friday afternoon, October 9th.

The meeting opened with the business meeting called to order by the president. The minutes of the May meeting were read and approved.

The following officers were elected: May Briggs, Hibbing, was elected president; Helen Perry, Chisholm, vice president; Helen Stratte, Biwabik, secretary-treasurer.

Miss Beatryce Finn, Hibbing, gave an interesting account of the School Librarians section of the A. L. A. meeting in Seattle.

Mr. Frank K. Walter of the University Library spoke most helpfully on the subject of periodical literature.

Miss Enck of the Minneapolis Public Library, had as her subject "Must Haves" before the ninth grade for a literary background. Beginning with "Mother Goose," she gave a list of classics presented in the order best adapted to the growing needs of the child up to the ninth grade.

After the meeting tea was served.

HELEN STRATTE,
Secretary-Treasurer.

SOUTHEAST M. E. A. DIVISION LIBRARIANS' SECTION

The second annual meeting of the Library Section of the Southeast M. E. A. was held in the library of the State Teachers' College, Winona, October 9, at 1:15 P. M. Preceding the meeting, twelve of the librarians enjoyed a delightful luncheon at the Y. W. C. A. Miss Robinson, Winona High School Librarian, had charge of the arrangements. Miss Baldwin, of the State Library Division presided, and called upon those present for informal talks on library progress in their locality.

After the luncheon, the group went to the library, where the meeting was called to order by the chairman, Mrs. Perkins. The following were present:

Full-time School Librarians: Mrs. Amanda E. Anderson, Red Wing; Marion V. Baker, Rochester High School.

Public Librarian: Margaret Hickman, Rochester.

Public and School Librarian: Mrs. Claude C. Perkins, Pine Island.

Teacher-Librarians: Mary Howard, Red Wing State Training School for Boys; Evelyn L. Stapf, Dodge Center; Bertha Wikre, Peterson; Hazel Johanson, Lake City.

State Librarians from Library Division: Clara F. Baldwin, director; Mildred L. Methven, State Traveling Library.

Student Assistants: Jennie and Julia Blankenhorn, Pine Island.

Teachers College Librarians: Mary Grant, ex-librarian, Winona; Natalie Huhn, Winona Teachers' College; Vannita Wesely, assistant librarian, Winona Teachers' College.

The minutes were read by Miss Baker. The minutes stated that this division went on record as favoring the distribution of lists on the leading educational books, among the teachers present. Three hundred copies of the Youngstown Library. List of the sixty-three best educational books of the year were distributed. These lists were furnished gratis by the Rochester High School. Exhibits of library materials had also been sent by the Gaylord and Democrat companies. These exhibits did not reach Winona in time for use, so were sent on to St. Paul to be on display at the state meeting.

The following officers for the coming year then were elected:

Mrs. Amanda Anderson, Red Wing, chairman.

Miss Natalie Huhn, Winona State Teachers' College, vice-chairman.

Miss Marion V. Baker, Rochester High School, secretary.

Miss Mary Howard, of the State Training School at Red Wing, gave a splendid survey of her work with delinquent boys and opened new possibilities for the home librarian to carry on the work she had started. We were made to feel that Miss Howard was giving this class of boys a taste of real home life, and through the library medium was developing good citizens of a class that formerly had had no respect for rights of others. Miss Howard urged the librarians to get in touch with these boys when they returned, and to keep the library habit a live factor in their lives.

Miss Baldwin then took charge of the meeting, and a general discussion of library problems followed.

The main speaker of the afternoon, Professor W. E. Peik, of the University of Minnesota, followed. At the conclusion of his talk, the librarians felt they had never heard a more inspirational talk from one outside the library profession. Mr. Peik was well qualified to speak after the success of his developing the library co-operation between the schools and the city

library in Faribault. He said in part—As far as library work is concerned, educationally speaking, only the surface has been scratched. In the future, the child will be turned loose in the library. The coming individual instruction will develop a technique of using the library to a possibility now undreamed of. The library habit has a psychological background and the importance of satisfying that desire the first time cannot be over-stressed, if you want the child to return. The time to develop this habit is during the school age, which is the plastic age of life. The people who keep many interests stay young the longest, and thus escape the "retirement complex." Not only is the school age the time to mould the boys and girls, but the work must also be done in the schools. The school has the children and can turn them into the library.

In summing up his talk, Mr. Peik enumerated the objectives the school should expect from the librarian, and those the librarian should expect from the school.

The school should expect expert training: The librarian should study the individual differences, know various interests of the boys and girls, possess an aggressiveness which would demand a fair appropriation for library development, and acquire the educational point of view. Now if the librarian is to measure up to this standard, the school must give her a rather free hand, as she is technically trained; show a degree of compromise in contact between city and school; and the school should make the library attitude one of their educational objectives. With such co-operation, we would then be able to "mobilize the intelligence of the school."

Respectfully submitted,

MARION V. BAKER,
Secretary.

PARENT-TEACHER CONVENTION

The library was well represented at the State Parent-Teacher convention at Mankato in November. Miss Georgina Lommen, Moorhead Teachers' College, gave an evening address on children's books. Miss Weicking and Miss Wood reported the work of the Committees on Children's Reading and Home Education, while the exhibit attracted much attention.

EXHIBIT OF CHILDREN'S BOOKS, P. T. A. CONVENTION

Alice N. Farr, Ex-librarian, State Teachers' College, Mankato

The recent gathering of the Minnesota Parent-Teacher Association in Mankato gave opportunity for a most interesting library exhibit arranged by Miss Emma Wiecking, librarian of the State Teachers' College and Miss Harriet Van Buren, librarian of the Public Library.

A noteworthy feature of this exhibit was the very happy combination of pictures, books and handwork. The last was made possible by the hearty co-operation of the hand-work classes of the Teachers' College.

A fully equipped Marionette theater with its puppets called attention to the collection of books on puppet plays.

Very life like elephants, bears and rabbits drew one to the stories of animal life, while a real little Black Sambo with red jacket and yellow parasol sat proudly beside his biography among the books for very little people.

A table that attracted much attention bore the caption "Children of other lands." This collection had been worked out from Miss Clara Hunt's valuable article in the Publisher's Weekly. Above the table hung an interesting English print of an old stage coach.

Collections of fairy tales, books for intermediate children and books for older boys and girls were made attractive by the display of beautifully illustrated copies, and by mounted pictures of book characters, conspicuous among which was a large colored picture of "Snow-white and the seven dwarfs."

A table bearing books for parents, magazines on child life and welfare, and books of stories to read aloud elicited much favorable comment and was made the subject of real study by many.

There were on display also copies of the best magazines for children, including the "Merry-Go-Round" that English publication which is constantly growing in favor.

An exhibit like this is well worthwhile, affording practical help to many parents whose opportunities for examining the best books for children are very limited.

Copies of the A. L. A. list "Gifts for children's book shelves" were presented to all visitors.

THE RURAL SCHOOL TEACHER AND THE TRAVELING LIBRARY: AN AID TO PROFITABLE LEISURE

**Valborg V. Quamme, Rural Teacher,
Itasca County**

The improvement of all labor saving machines has brought about a great deal of leisure. The big question confronting the American people today is what shall we do to spend our leisure in a most profitable and enjoyable manner. The children come home from school with very few tasks to be performed at home. The parents have not always the money to give them to attend the movies or various entertainments.

What shall they do to entertain their boys and girls?

The wise teacher and the wise parent encourages reading. To love to read good books and to be a judge of good books

and good reading material is as essential to the education of the youth of today as to know how to read. Who shall instill this love and taste of reading in the child's mind?

The two mothers of future America: the mother of the child and the teacher. Where is a busy rural teacher going to get her materials? We hear so many remarks "I'm so busy and there are so few books in our library the children have read them over and over again." There should be no remark like that ever made or even thought of. All enthusiastic teachers know of the wonderful agency we have to solve that very important question, "The Traveling Library." All we do is to send our order to the headquarters in our respective counties and the librarian renders us her prompt and most valuable services.

How does a teacher know what to order? In her school room the very first day of school she can check that problem in about ten or fifteen minutes by having each individual child write on a piece of paper his favorite books or material about which he would like to read.

Does the traveling library serve the school alone? I shall relate a very interesting experience I had. I was teaching in a rural school north of Hibbing, Minnesota. There were three lumber camps about two or three miles distant from the school house. The boys were wishing for something to read. "Come over to school some evening maybe I can find something for you among our books at school," I told them.

"Oh, no, we don't want Pollyanna books."

"Maybe I have only Pollyanna books as you call them but I can get any kind of a book you wish from the traveling library if you give me the names of some you would like to read. I'll have them for you in about ten days."

"Thank you for your kindness, but Miss Teacher, how can you get books from the traveling library out in this God-forsaken place?"

"Would you mind to give me a trial, give me the names of your choicest books."

"Let's, boys," said one lad, beaming with enthusiasm.

They gave me the following authors. I am sure you all know their choice: Curwood, Zane Grey, Scott, O'Henry, London, Shakespeare, Jackson, Booker T. Washington, Wandering Jew. They did not know the author of the Wandering Jew.

Did I get the books I ordered? A week later I received a large box of books from the Public Library at Grand Rapids, Minn., a county library. I went to one of the camps and after a hearty welcome by everyone I told my errand.

"Boys, your books have come. Come over this evening and get your book."

Did they come? Yes, about twenty. I checked the books and they were permitted to keep them two weeks and if they desired to keep them longer, at the end of the two weeks they were to notify me and they could then keep them longer in the camp, as I saw no need of carrying a book two miles for me to put a new due date in it for another two weeks. I trusted the brotherly heart that beat under the gaudy jacket and never once did I have cause to trust in vain.

What a pleasure it was for me to see all those sturdy men with the rough hands beam with joy when they received their precious treasure, a book, to turn their thoughts from loneliness and isolation to pleasure.

What a joy to be called sister by so many!

As a material reward the community and the three camps gave me a birthday party, and presented me with one of my most cherished possessions, a white gold wrist watch.

The greatest happiness is in serving others and to share their joys, and what a splendid opportunity for serving others by giving them an aid to spend their leisure profitably by reading good books from the Traveling Library.

There is a saying, "A little child shall lead them." May I, in conclusion say, precious books shall keep them safe from harm.

NEWS FROM SCHOOL LIBRARIES

(Items for this column are urgently requested from all school libraries and public libraries doing school work. Pass on your ideas.)

Chisholm—The Chisholm High School Library has been moved to the old art studio on the third floor. The room is long and narrow, with a work room at one end. Ferns at the entrance help to make the room attractive. The room is bright and pleasant, for it has just been redecorated and practically the entire ceiling is sky-light.

The library is equipped with new tables, with chairs for forty-four, vertical file, card catalog, typewriter with desk. Battleship linoleum on the floor aids in keeping the room quiet.

Delano—During the school year 1924-25 the Delano school library was completely re-organized. A spacious, well lighted room was made available for library purposes. The manual training department assisted by making more shelves, a newspaper rack and magazine file. A vertical file was purchased by the board of education. This year the board purchased four library tables and two dozen good chairs.

Several high school girls have assisted in the care of the library, especially with repairing books. A number of books have thus been "reclaimed."

The board spends annually about a hundred dollars for books and fifty dollars for magazines. Books are donated by the community, and magazines by the teachers.

The material for the file has been gleaned from magazines found in school and home, and its use is increasing. A picture file is at present in the making. The State Traveling Library also furnished interesting books, both juvenile and adult.

The people of the community are turning more and more to the library for books and information. At first the adult circulation came mainly through the pupils. The habit is growing through contacts formed during Parent-Teacher meetings, and other meetings held at the school-house.

Regular library instruction is given throughout the upper grades and high school. The library is fast becoming the center from which the pupils draw for information upon any subject. The pupils soon learn to rely upon themselves in getting the information called for, and develop a habit which will be useful as long as they live, regardless of attendance at any higher institution.

Mrs. Evans, a trained librarian, devotes over half of her time to library work alone.

Duluth (Washburn)—Under the auspices of the local Parent-Teachers' Association, 5,134 books have been circulated in the Washburn School, Duluth, from October, 1924 to May, 1925. Approximately 1,400 books are in this school collection, many of them having been presented to the school. This little library has been open regularly once a week.

Minneapolis (Roosevelt)—A collection of 27 books by Norwegian authors has been presented to the Roosevelt High School library by the Norse classes. Funds were provided through the Sigvald Quale declamatory contest.

St. Cloud (Technical)—The school librarian at St. Cloud is now giving full time to the library. Study hall features are being eliminated to allow for better service.

St. Paul (Linwood)—An experiment in school library service is under way at the Linwood School of St. Paul. This is one of the newer buildings and has a delightful library room, equipped with standard library furniture. Books were sent from the Public Library, and assistants two or three times in the beginning. Since then the teachers have taken charge, each bringing in her class for at least one period a week, when the books are read and talked about and some drawn for home use. The principal reports that the teachers are enthusiastic over the plan.

Sherburn—The school library has been completely renovated by the teacher-librarian, Miss Test and her student helpers,

and new books added, a fine contribution to the efficiency of the school. The public is urged to make use of it.

Slayton—A long article in the Slayton Herald gives an account of the service offered to students and the public by the beautiful new school library under the direction of Mrs. Alice M. Grass, the librarian. The writer pays high tribute to the librarian and expresses appreciation for the course which she took in library training at the University of Minnesota.

MINNEAPOLIS PUBLIC LIBRARY LIST

"Must Haves" Before Ninth Grade (For a Literary Background)

Aesop: Fables
 Alcott: Little Women
 Andersen: Fairy Tales (selected)—Lucas and Paull edition
 Arabian Nights' Entertainments; ed. by F. J. Olcott
 Baldwin: Fifty Famous Stories Retold
 Baldwin: Story of Siegfried
 Bible: Stories to read and tell; ed. by F. J. Olcott
 Carroll: Alice's Adventures in Wonderland
 Collodi: Pinocchio

Defoe: Robinson Crusoe
 Dodge: Hans Brinker
 Grimm: Fairy Tales (selected)—Lucas edition
 Hawthorne: Wonder Book, and Tanglewood Tales
 Homer: Iliad, and Odyssey; ed. A. J. Church
 Kingsley: Water-babies
 Kipling: Jungle Books
 Lagerlof: Wonderful Adventures of Nils
 Longfellow: Hiawatha
 MacDonald: At the Back of the North Wind
 Mother Goose melodies
 Nicolay: Boys' Life of Abraham Lincoln
 Plutarch: Lives; ed. by Gould
 Pyle: Merry Adventures of Robin Hood
 Pyle: Story of King Arthur and His Knights
 Ruskin: King of the Golden River
 Seton: Wild Animals I Have Known
 Spyri: Heidi
 Stevenson, B. E.: Home Book of Verse for Young People
 Stevenson, R. L.: Child's Garden of Verses
 Swift: Gulliver's Travels
 Virgil: Aeneid; stories from—ed. by Havell